

2013–14 Wisconsin Alternate Assessment for Students with Disabilities

Technical Report

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**CTB/McGraw-Hill
Monterey, California**

**Wisconsin Department of Public Instruction
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CTB

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Executive Summary

The 2013–14 Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Technical Report documents the processes and procedures implemented in support of the 2013 fall administration of the WAA-SwD. The technical report shows how the applied processes and procedures, as well as the results, relate to the issues of validity and reliability, the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 1999), and the federal Peer Review process detailed in *Standards and Assessments Peer Review Guidance* (United States Department of Education [USDOE], 2007). This report demonstrates that the fall 2013 administration of the WAA-SwD adhered to the appropriate standards and practices of educational assessment, and ultimately, this report serves to document evidence that supports the argument that valid inferences about Wisconsin student performance can be derived from the assessment.

The WAA-SwD is an element of the Wisconsin Student Assessment System (WSAS) and is administered to any eligible student with significant disabilities when the local Individualized Education Program (IEP) team determines that the student should not participate in the Wisconsin Knowledge and Concepts Examination (WKCE) with or without accommodations. The purpose of the WAA-SwD is to provide information about student academic achievement and to allow school district staff to use test results to improve educational programs. The WAA-SwD is designed to meet the requirements of the No Child Left Behind Act (NCLB), the Individuals with Disabilities Education Improvement Act (IDEA), and the Wisconsin Statutes and is intended to provide students, parents, teachers, and schools with information about how students are progressing in relation to the Wisconsin Model Academic Standards through the Wisconsin Extended Grade Band Standards.

Administration

The administration of the 2013–14 WAA-SwD occurred from October 28, 2013 through November 29, 2013. For all content areas (reading, mathematics, and science), each test administration occurs on an individual student basis where a teacher marks the student's response directly on the answer document submitted for scoring. The assessment administration is not timed and can be conducted over several days in order to accommodate the students and minimize fatigue.

Student Population

Students assessed with the WAA-SwD typically have significant challenges related to cognitive functioning, adaptive behavior, and academic functioning expressed in conceptual, social, and practical adaptive skills. Often these students are identified as having a Cognitive Disability; however, students with some other types of disabilities (e.g., Autism, Traumatic Brain Injury, etc.) may also be eligible for participation in the WAA-SwD.

To determine whether students meet the eligibility criteria, local IEP teams must review the participation checklist, included here as Appendix A and discussed in more detail in the Population section of this document.

Within the context of the 2013–14 administration, as few as 762 students (grade 3 mathematics and grade 10 science) and as many as 913 students (grade 8 reading) participated in the WAA-SwD administration as compared to the 2012–13 administration where between 766 students (grade 10 science) and 896 students (grade 7 reading) participated.

Operational Analyses

The WAA-SwD uses raw score reporting for each item and for the overall content areas. Standard setting activities were conducted in 2008 and were based on test forms that are similar in regard to test content and psychometric properties to those used in the 2013–14 assessment administration, details of which are provided in the section on Test Development and in Appendix F. Items undergo classical item analyses yearly in order to ensure that the item performance is not dramatically altered from year to year, which could suggest item exposure or other issues that would raise concerns about item suitability and year-to-year comparability of scores. Any item that displays problematic classical statistics or dramatic changes across years is carefully reviewed to determine the appropriateness of continuing to include the item in scoring and reporting. Within the context of the 2013–14 WAA-SwD administration, no items required suppression due to classical statistics or due to changes in item performance over time. This report contains information regarding the statistics for each item and the forms overall for both this administration and for longitudinal comparisons.

Results

In general, longitudinal results indicate that the overall percentage of students with proficiency levels of *WAA-SwD Proficient* or higher (that is, including *WAA-SwD Advanced*) have, on average, remained similar for all content areas since the 2012–13 administration. Across all grade levels, the average change in the overall percentage was –0.01% for reading, 0.83% for mathematics, and 0.62% for science. The greatest increase was in mathematics, grade 3 with a 7.19% increase between the last two administrations. The greatest decrease was in reading, grade 7 with a 2.51% decrease between the last two administrations.

Overview

Introduction

The WAA-SwD is administered to any student with significant disabilities when the local IEP team determines that the student should not participate in the WKCE with or without accommodations, and that the student meets the participation guidelines detailed in Appendix A.

The WAA-SwD is administered to students in grades 3 through 8 and 10 in reading and mathematics and in grades 4, 8, and 10 in science.¹ The reading, mathematics, and science WAA-SwD test forms and administration guidelines for the 2013–14 administration were similar to those used in the administrations since 2007–08, the initial year of administration of this assessment. The current test administration window opened October 28, 2013, and closed November 29, 2013, for all grades and content areas.

The work involved in the development of the curriculum standards, test forms, administration, scoring, standard setting, and analyses are all important steps in the process of developing a valid assessment system. This document serves to capture the time and effort devoted to the WAA-SwD in relation to the importance, reliability, and validity of the assessment as part of the WSAS. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) gives guidance in Standard 3.6 that is of particular relevance to alternate assessments and the uniqueness of the “intended test takers.” It reads:

¹ The WAA-SwD assessments for social studies, language arts, and writing are not addressed in this publication. More information regarding these assessments can be found at <http://www.dpi.wi.gov/sped/assmt-waa.html>.

The type of items, the response formats, scoring procedures, and test administration procedures should be selected based on the purposes of the test, the domain to be measured, and the intended test takers. To the extent possible, test content should be chosen to ensure that intended inferences from test scores are equally valid for members of different groups of test takers. The test review process should include empirical analyses and, when appropriate, the use of expert judges to review items and response formats. The qualifications, relevant experiences, and demographic characteristics of expert judges should also be documented. (AERA, APA, & NCME, 1999, p. 44)

The WAA-SwD development team has paid close attention to these directives.

In addition to guidance from the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999), the *Standards and Assessments Peer Review Guidance* (USDOE, 2007) is beneficial. This technical report provides evidence toward a variety of Critical Elements as part of the guidance for Peer Review. The bulk of this report covers evidence in Section 4—Technical Quality of the guidance, including Critical Elements 4.1 (validity), 4.2 (reliability), 4.3 (fairness and accessibility), 4.5 (administration, scoring, analysis, and reporting), and 4.6 (accommodations). For other Critical Elements, Appendix B details the chapters in the *Standards and Assessments Peer Review Guidance* (USDOE, 2007) and the corresponding sections.

Purpose of the WAA-SwD

Beginning in the 2005–06 school year, the federal NCLB Act required all states to test all students in reading and mathematics in grades 3–8 and once in high school (grade 10 under Wisconsin law § 118.30). Based on the NCLB legislation, student performance, reported in terms of performance categories, is used to determine the adequate yearly progress of students at the school, district, and state levels. Beginning in the 2007–08 school year, states must also administer science assessments at least once in grades 3–5, once in grades 6–9, and once in grades 10–12.

The 2004 reauthorization of IDEA and Wisconsin § 115.77 requires participation of students with disabilities in state- and district-wide assessments. Specifically, IDEA stipulates in section 612, part A, number 16:

All children with disabilities are included in all general state-and-district-wide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. (USDOE, 2004)

The student's IEP team, including parents or guardians as equal participants, must address all decisions regarding the participation of a student with disabilities in WSAS regular assessments. The WAA-SwD is designed to meet the requirements of the NCLB accountability goals, IDEA, and Wisconsin Statutes and to provide students, parents, teachers, and schools with information about how students are progressing in relation to the Wisconsin Model Academic Standards and the Wisconsin Extended Grade Band Standards.

Use of the Assessment Information

The WAA-SwD provides achievement information serving multiple purposes to schools and students. In addition to providing results for use in state and federal accountability programs, WAA-SwD results may be used as one of many tools that provide parents and guardians with

information about the academic performances of their children. Additional interventions should be used only in conjunction with other related achievement information.

Population

Description of Students

Students assessed with the WAA-SwD typically have significant challenges related to cognitive functioning, adaptive behavior, and academic functioning expressed in conceptual, social, and practical adaptive skills. Often these students are identified as having a cognitive disability; however, students with some other types of disabilities (e.g., Autism, Traumatic Brain Injury, etc.) may also be eligible for participation in the WAA-SwD.

Student Eligibility Criteria

When determining whether a student who is eligible for special education services should participate in the WAA-SwD or the WKCE, the student's IEP team must determine whether the student meets all of the criteria from the participation checklist in Appendix A. When the IEP team concurs that all four criteria accurately characterize a student's current educational situation, the WAA-SwD should be administered in order to provide a meaningful evaluation of the student's current academic achievement.

Participation Criteria:

1. The student's curriculum and daily instruction focus on knowledge and skills specified in the Extended Grade Band Standards.
2. The student's present level of academic and functional performance significantly impedes participation and completion of the general education curriculum even with significant program modifications.
3. The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.
4. The student's difficulty with the regular curriculum demands is primarily due to the disability and not due to excessive absences unrelated to the disability or social, cultural, or environmental factors.

Population Characteristics

In accordance with federal regulations regarding the capture and reporting of student race and ethnicity information, the Wisconsin Department of Public Instruction (DPI) changed to the approved federal reporting system in the 2010–11 school year. This results in the following options for students. Students must first identify as either: 1) Hispanic or Latino or 2) Not Hispanic or Latino. Additionally, students must then select one or more of the following: 1) American Indian or Alaska Native, 2) Asian, 3) Black or African American, 4) Native Hawaiian or Other Pacific Islander, and 5) White. The DPI is applying a bridging strategy in order to convert this information back to the existing five categories until further notice (see <http://dpi.wi.gov/lbstat/dataracfaq.html> for additional information). Given the change in reporting of race and ethnicity information by students and parents and the subsequent bridging of data by the DPI, there is potential for differences within the existing five categories as reported here in comparison to other and prior data aggregations. Where longitudinal differences appear that are likely related to the new coding, a footnote will be applied to alert a reader to the likely reason for the differences.

Demographic data were collected for the WAA-SwD and are reported in Tables 1–3² for reading, mathematics, and science, respectively. Across all grades and content areas, there were between 762 students (grade 3 mathematics and grade 10 science) and 913 students (grade 8 reading) who participated. As can be seen in Figure 1, at each grade level, participation is similar for all content areas. This is an expected result given that students are required to take all content areas for the WAA-SwD or all content areas for the WKCE; there is no opportunity to take the WKCE in some content areas and the WAA-SwD in others. The minor differences seen within a grade level by content area are likely due to the number of invalid answer documents that differ by grade level and content area, an issue explored in more depth in the section on Scoring.

In all grades and for all content areas, approximately two-thirds of test takers were male. The participation rates for male test takers ranged from a low of 63.74% (grade 10 mathematics) to a high of 69.50% (grade 3 reading). Correspondingly, the participation rates for female test takers ranged from a low of 30.50% (grade 3 reading) to a high of 36.26% (grade 10 mathematics).³ The majority of test takers across all grade levels and content areas were of White (not of Hispanic origin) ethnicity, ranging from 60.08% (grade 3 reading) to 65.97% (grade 6 reading). A small percentage (ranging from 4.05% in grade 6 reading to 8.66% in grade 5 reading) of students taking the WAA-SwD were classified as English language learners or not English language proficient. It is important to note that within the context of this report, students designated as English language proficient are either students never classified as English language learners or previously classified students who are now proficient in the English language. In contrast, the not English language proficient subgroup is comprised of students classified as English language learners or students with limited English language proficiency. Over half of all test takers (ranging from 51.57% in grade 10 mathematics to 63.48% in grade 4 mathematics) were classified as economically disadvantaged.

Primary disability information was captured from student records. These data can be found in Tables 4–6. Figure 2 also captures the data to more easily illustrate the primary disabilities that are reported. Most students fall into the Cognitive Disability category, followed by the Autism and Other Health Impairment categories. It should be noted that all students assessed with the WAA-SwD have a disability. It should also be noted that Tables 4–6 include a category of students indicated as Not IDEA Eligible or No Disability. However the DPI believes that this is simply a coding error, as all students assessed with the WAA-SwD have a disability.

Data were also collected on the types of accommodations provided to students during testing. While the test requires a one-on-one administration, there were a variety of additional accommodations teachers utilized to assure accessibility by students to the test items. These are listed in Tables 7–9. As Figures 3–5 display, the majority of student records across all grade levels and content areas (73.35% in grade 5 mathematics to 90.85% in grade 10 reading) indicate “No Accommodation Used.” The most frequently used accommodation for reading, mathematics, and science is “Used Another DPI-Approved Accommodation” with between 6.04% (grade 10 science) and 17.96% (grade 5 mathematics) of students using this accommodation.

² Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with Family Education Rights & Privacy Act (FERPA) regulations. This rule is instituted throughout all tables, figures, and reporting.

³ Note that there are minor differences in percentages due to rounding and/or missing data.

Standards

Wisconsin educators, facilitated by Edvantia, Inc., developed alternate assessment standards for the WAA-SwD in 2007. These Extended Grade Band Standards were developed in accordance with NCLB, which requires that the content of alternate assessments be comparable to that of regular state assessments and show clear linkage to the content standards for the grade in which the student is enrolled. According to federal guidance, alternate assessment standards may cover a more narrow range of content, and grade-level content may be reduced in complexity.

The 2013–14 WAA-SwD forms in reading, mathematics, and science consisted of custom selected-response (SR) and constructed-response (CR) items measuring skills associated with the Wisconsin Model Academic Standards through the Wisconsin Extended Grade Band Standards. The Wisconsin Extended Grade Band Standards consist of a set of standards that are found across grades within a given content area. For each standard, the knowledge and skills that students are expected to acquire within a given grade band are described by the Extended Grade Band Objectives.

The Extended Grade Band Standards developed for the DPI were designed to increase access for students with significant cognitive disabilities to grade-level expectations within the general curriculum as defined in the Wisconsin Model Academic Standards for English language arts, mathematics, and science. The WAA-SwD Extended Grade Band Standards are available for viewing on the internet at: <http://www.dpi.wi.gov/sped/assmt-extstd.html> for each content area.

Extended grade bands include two contiguous grade levels that produce a single set of Extended Grade Band Objectives, connecting grades 3 and 4, grades 5 and 6, and grades 7 and 8 for reading and mathematics. These Extended Grade Band Objectives represent the grade-level expectations for students who take the alternate assessment in the specified grade level. Because the expected progression across grades for this population is difficult to differentiate for each individual grade level, the DPI deemed the specification of grade band expectations more appropriate.

Extended grade objectives were set for grade 10, a single grade level, because this is the high school grade level at which general education students in Wisconsin are tested and, therefore, the only grade at which alternate assessments are required for high school. Extended grade objectives were also set for grades 4, 8, and 10 in science.

A committee of DPI staff, general educators, special educators, and content specialists from across the state convened to review the Wisconsin Model Academic Standards and grade-level objectives and subskills found in the Wisconsin Assessment Frameworks. These formed the basis for the Extended Grade Band Objectives. Committee members considered the grade-level objectives and subskills in the Assessment Frameworks for both grades in their grade bands to determine the linking of the Extended Grade Band Objectives. The Assessment Framework for grade 10 grade-level objectives and subskills was used to determine the linking of the Extended Grade Band Objectives.

Committees also developed instructional achievement descriptors for each of the Extended Grade Band Objectives. Instructional achievement descriptors were defined for Minimal, Basic, Proficient, and Advanced performance levels. Committees defined target content and skills for each level of achievement, from Minimal Performance to Advanced. For each target skill, committees developed examples to show how students might demonstrate achievement of the performance level. These examples were intended to provide an achievement ladder for students working toward proficiency on the Extended Grade Band Objectives. The examples

were also intended to help teachers envision how the broad range of students with significant cognitive disabilities might perform with the same content.

Finally, alternate assessment achievement descriptors were developed for each grade band prior to standard setting activities, with the option to revise them if necessary during the standard setting. These alternate assessment achievement descriptors provide a bridge between the Extended Grade Band Objectives and the alternate assessments aligned with them. These descriptors were intended to guide the development of the test blueprint, the development of items and tasks that measured the full range of achievement, and the setting of cut scores during standard setting for the assessment. The focus of an alternate assessment in a standards-based system was on achievement that aligned with extended standards linked to grade-level content. Together, this system of standards and descriptors was designed to provide meaningful opportunity to students with significant cognitive disabilities to progress toward state standards that are linked to grade-level expectations.

Test Design

Format

A common item test design was utilized for the reading and mathematics content areas. The design allowed for 36–42% of the items to be shared within a grade band, meaning that no more than 42% of the items were in common for grade levels 3 and 4, 5 and 6, or 7 and 8. Additionally, 6–14% of the items were shared between adjacent grade levels that did not incorporate the grade band, meaning that up to 14% of the items in grade 4 were shared with grade 5, up to 14% of the items in grade 6 were shared with grade 7, and so forth. These items were designed to measure different performance levels for the different grades (e.g., an item presented in the grade 4 form was designed to measure performance at the proficient level and, when presented in the grade 5 form, was designed to measure performance at the basic level). This design allowed for vertical progression through common items across grade levels, though a full vertical scaling design was not strictly employed. Science content was developed with unique items for each grade level; thus, no science items were shared between grade levels. The designs for reading and mathematics are presented in Appendix C.

The test design was such that there were 28 items in reading for every grade level, 31 items in mathematics for every grade level, and 36 items in science for every grade level. The number of items allowed for sufficient coverage of the standards at each grade level, as well as allowing for some degree of commonality in structure across grade levels within a content area.

All items in mathematics and science were designed to be read by the teacher in order to target the specific content outlined in the Extended Grade Band Standards (rather than a student's ability to read). In contrast, the reading portion of the test was designed to assess a student's ability to read and to understand text in addition to other content. To achieve this goal, passages were developed at each grade level and items were differentiated into two categories (read-by-teacher and read-by-student). The student-read items were distributed across different standards and objectives as well as different levels of difficulty. The forms at each grade level were comprised of approximately one-third read-by-student items and two-thirds read-by-teacher items.

Blueprint

The test items appeared in a single form for each grade level. Tables 10–12 illustrate the test design for the 2013–14 administration, where the total number of items (displayed by SR and CR item types) and maximum points per content area, grade level, and standard are provided.

It is important to note that some items were revised or replaced between the administrations from 2007–08 through the current 2013–14 administration (more details can be found in the Test Development: Item Selection and Form Development section of this report). These changes were implemented to reflect the findings of the post-administration alignment study (more information regarding the alignment studies can be found later in this report in the “Test Development: Item Development” section). The target test blueprints (the goals for form assembly by content area) are reported in Appendix D. The actual test blueprints for the current administration are presented in Appendix E.

Table 13 captures the information on the number of items and score points for all forms by grade level and content area. It is important to recognize that for the WAA-SwD all 1-point items are SR items, while all 2- or 3-point items are CR items.

Test Development

Item Development

Development staff from CTB/McGraw-Hill (CTB) and the DPI wrote the items for reading and mathematics grades 3 through 8 and 10 and science grades 4, 8, and 10. The tests consisted of SR and CR items measuring skills associated with the WAA-SwD Extended Grade Band Standards.

For the 2007–08 administration, CTB worked closely with the DPI to develop items in alignment with the test blueprint and alternate assessment standards and a style and format similar to the WKCE assessment. Prior to the 2007 Content and Bias Review meeting, items were reviewed by the DPI, and edits were incorporated throughout the development process. Additional adjustments were made to items and to the overall test layout as a result of edits suggested at the Content and Bias Review meeting and during subsequent reviews by the DPI.

Test development staff from the DPI and educators from Wisconsin reviewed the items written in preparation for the 2008–09 and 2009–10 test administrations.⁴ Items were reviewed for content accuracy, grade-level appropriateness, extended depth of knowledge, bias, and sensitivity. The majority of items were developed as SR items with three answer choices provided. For mathematics and science, item stem artwork was placed directly above answer choice artwork on the same page. In reading, student test books were designed so the student would be able to view both the passage and the answer choices for a given item simultaneously. The style of CR items varied by content area and included items requiring students to sort, match, and devise their own answers.

Item Review and Test Fairness

All items are expected to be fair for all students. Various procedures were employed to review items for item bias, also referred to as item fairness. Once items were developed, they had to pass a series of reviews and analyses prior to being selected as part of the item pool. This content and bias review had two purposes: 1) to ensure the items were grade-level appropriate and 2) to ensure that any sensitivity issues were identified and addressed. Grade-level experts who know how content is taught in the classroom evaluated grade-level appropriateness. Sensitivity reviews ensured that items were free of offensive, disturbing, or inappropriate language, artwork, or content.

⁴ There were no new items written for the 2010–11, 2011–12, or 2012–13, 2013-14 administrations; all items had appeared on at least one previous WAA-SwD form.

Prior to the first administration of the WAA-SwD, content, sensitivity, and bias reviews of all items developed for the initial administration were conducted by internal and external experts. A Content and Bias Review meeting was held in August 2007 to incorporate the input of 36 Wisconsin educators on the items in the 2007–08 forms. Participants with content knowledge in reading, mathematics, and science and expertise in alternate and regular assessments came together to review content accuracy, grade-level appropriateness, extended depth of knowledge (EDOK),⁵ bias, and sensitivity of the items. Participants used criteria provided by CTB and worked in teams by grade and content area to complete this critical step in the development of the assessment. This review was led by the DPI. CTB participated in the review process, under the direction of the DPI, by providing hard copies of all items and staff for instruction and interpretation. The review showed high overall item acceptance rates, with 60% of items being accepted as written, 38% of items being accepted with edits, and just 2% of items being rejected. The Content and Bias Review meeting details are provided within the report titled *Content and Bias Review Meeting August 23–24, 2007: Summary Report*, available from the DPI.

At the conclusion of the 2007–08 test administration window, the test forms were reviewed through an independent evaluation headed by Dr. Norman Webb. The goal of this review was to verify the alignment between the test forms and the content standards. The results of the alignment study can be found in the following three documents available from the DPI: *Alignment Analysis of Mathematics Extended Grade Band Standards and Assessments: Wisconsin Grades 3–8 and 10* (Webb, 2008c), *Alignment Analysis of Extended Reading Standards and Assessments: Wisconsin Grades 3–8 and 10* (Webb, 2008a), and *Alignment Analysis of Extended Science Grade Band Standards and Alternate Assessments: Wisconsin Grades 4, 8 and 10* (Webb, 2008b).

The alignment studies identified a number of areas where the test forms could be modified to improve the alignment and overall content of the WAA-SwD. In preparation for the administrations from 2008–09 to the current 2013–14 administration, the DPI reviewed the recommendations from the alignment study and identified where new items were needed and also identified where items from the item bank could be added to a test form.

Item Selection and Form Development

The test forms administered in 2007–08 served as a guide for the development of the forms developed each subsequent year, with a goal of making the forms as similar as possible across administration years.

The following guidelines were used in the determination of operational items, with the target test blueprint (found in Appendix D) as the primary criterion:

- 1) Alignment of item to standard
- 2) Extended depth of knowledge (Sufficient breadth is required.)
- 3) Item statistics
- 4) Read-by-teacher and read-by-student ratio (reading content only)
- 5) Number of common items between grades (both within and across grade bands)
- 6) Performance level classification of items

The 2013–14 test administration included only operational items. For this administration, the DPI worked to ensure complete alignment of items and forms; this involved revising items and

⁵ Extended Depth of Knowledge (EDOK) offers a description of the specific skills and cognitive abilities targeted at each level of difficulty for items and standards used in alternate assessments, as compared to traditional depth of knowledge (DOK) descriptions used in regular assessments (Webb, 1997).

adding different items to some forms. The DPI conducted this work in response to the alignment study. Details regarding item performance can be found in the section on Analyses and Results.

Appendix F identifies the changes in the forms over time, across administrations, and from the initial/baseline administration (January 2008) to the current administration (November 2013). The table for each content area includes for each comparison: the number of operational items in common between the two administrations, the number of new operational items that were previously administered (this administration could have been as a field test or operational item in any previous administration), the number of new operational items that were not previously administered, the number of operational items altered/revised between administrations, the number of new field test items, and the number of items with revised reporting categories. For the comparison from the baseline to the current administration, the number and percentage of operational items in common between the two administrations are presented, as the purpose of this comparison is to see the overall change in the forms from the original form used in standard setting to the current form.

The extent and variety of changes vary across grades, administrations, and content areas. For reading, from the baseline form to the current form, the least degree of change occurred in grade 4 where 75% of the operational items are in common between the two administrations, while the greatest change occurred in grade 6 where 54% of the items are in common between the two administrations. For mathematics, from the baseline form to the current form, the least degree of change occurred in grade 6 where 97% of the operational items are in common between the two administrations, while the greatest change occurred in grade 7 where 71% of the items are in common between the two administrations. Finally, for science, from the baseline form to the current form, the least degree of change occurred in grade 10 where 92% of the operational items are in common between the two administrations, while the greatest change occurred in grade 8 where 75% of the items are in common between the two administrations.

Approval Process

A formal approval process was established as part of the development of the WAA-SwD. The Superintendent of the DPI formally approved the Wisconsin Extended Grade Band Standards and the performance level cut scores. The Wisconsin Technical Advisory Committee (TAC) approved the test design and methodologies for establishing test forms and deriving performance level cut scores, as well as the final performance level cut scores. DPI staff approved the test items, training materials, and technical manuals.

Test Administration

The WAA-SwD is designed to be administered one-on-one to eligible students. The reading, mathematics, and science assessments were administered with test administrators marking each student response in the answer document provided with the assessment materials. Test administrators received a complete set of books for each student (one teacher book with the test items and one student book with graphics and answer choices). This allowed the administrator to make approved accommodations for each student and allowed each student to view and manipulate answer choices without distraction from item text or response rubrics. The test administration was guided by the manual entitled *Directions for Test Administration*, contained in Appendix G.

For all content areas, the assessment administration was permitted to occur over multiple days to accommodate students and to minimize fatigue; in addition, test administration was not timed. It was expected that all students would be presented with and attempt all items in each content area.

Test Administrator Qualifications

Test administrators are required to be licensed professionals familiar with the response style of each student for whom the test is being administered. Test administrators are also required to participate in the WAA-SwD training by the DPI.

Test Administrator Training

Prior to the 2007–08 test administration, teams of educators from each district, mainly District Assessment Coordinators and Special Education Directors, were convened in various locations around the state for a DPI-led train-the-trainer presentation on the WAA-SwD administration. Participants went through discussions of the Extended Grade Band Standards, test participation guidelines, eligibility criteria, roles and responsibilities of the test administrator, sample test items, accommodations, approved manipulatives, security, distribution, retrieval, scoring, reporting, and other logistics. The training (found at <http://dpi.wi.gov/oea/pp/waa-swd-admtr.ppt>), included group discussions, question/answer sessions, and a practice test administration with other participants. The DPI also provided educators with online training, a manipulatives guidelines document, and sample test items for all content areas and grade levels (found at <http://www.dpi.wi.gov/oea/waa.html>). Once trained, the participants were responsible for training test administrators within their schools and districts.

For the 2013–14 test administration, the DPI provided an updated presentation, an updated Test Administration Manual, a slide presentation, a manipulatives guidelines document, and sample test items for all content areas and all grade levels. District Assessment Coordinators and test administrators used these training materials as the primary guidance regarding test administration procedures, while the DPI staff served as a secondary resource for answering questions about the test administration.

Administration Schedule

The 2013–14 WAA-SwD test administration window opened on October 28, 2013, and closed November 29, 2013. Test administrators were allowed to schedule the assessment for any time during the administration window. Administrators were advised that testing sessions were to occur at times when the students were most alert and responsive and that students were to be given as much time as needed to complete the test.

Accommodations

Accommodations were allowed for individual students participating in the WAA-SwD, provided accommodations were both documented in a current IEP and used during routine instruction. When making decisions on accommodations for the WAA-SwD, IEP teams were directed to refer to the Assessment Matrix (found at <http://dpi.wi.gov/oea/waa.html#accomd>). Test administrators were to indicate on the Student Assessment Report, located on the back cover of the student answer document, which accommodations were used by each student.⁶ The following accommodation information is collected on the Student Assessment Report:

⁶ It is important to note that more than one accommodation may be indicated for a student; as such, sample sizes are not necessarily equal to the total sample size, and percentages may not sum to 100%.

Type of Accommodation

Used translation

Signed test questions and content to student

Used Braille

Used assistive device (e.g., text-talker, adaptive keyboard, picture symbols)

Used objects or manipulatives

Used another DPI-approved accommodation

Information about the use of accommodations within the context of the WAA-SwD administration can be found in Tables 7–9 and in Figures 3–5, where it is evident that the majority of students, in all grade levels and content areas, required no additional accommodations in order to participate in the WAA-SwD assessment.

Scoring

A scoring rubric was applied to all student responses in the reading, mathematics, and science content areas. A copy of the rubric appears in Table 14. The rubric differs for SR and CR items. For SR items, responses are classified as either correct (1 point) or incorrect (0 points). For CR items, each item is classified with either 2 or 3 maximum points for a correct response. There is one 3-point CR item appearing in grade 10 science. For 3-point CR items, there is one correct response (3 points), one response that is partially correct but contains some errors (2 points), one response that is less partially correct and contains more errors (1 point), and an incorrect response (0 points). For 2-point CR items, there is one correct response (2 points), one response that is partially correct but contains some errors (1 point), and an incorrect response (0 points).

For all items, test administrators recorded student responses on a scannable answer document. The documents were then sent to be scanned, and the scoring system utilized the scanned data to score each item.

All answer documents for students who participated in the administration were scored. However, specific validation and logic rules were applied to the data to assure each student's score (and the overall reporting) was based on valid item responses. It is critical that the information reported is trustworthy and supports valid interpretations. As such, there are instances in which a student's answer document is deemed to be invalid for reporting. The goal is to include as many answer documents and students in scoring and reporting as possible. The WAA-SwD is designed on the premise of inclusion of a maximum number of students. However, there are several reasons why answer documents may be deemed invalid. The answer document itself can be marked as invalid in two ways: 1) the parent opts out by requesting that a bubble be marked on the student's answer document or 2) the test administrator makes multiple marks on all five of the first five items in a content area. Parental opt-out is when the student's parent indicates to the school that the student may not be tested. The multiple marking of bubbles mimics a rule employed with the WKCE assessment, such that a teacher can invalidate a student's answer document. Answer documents are also deemed to be invalid when there are no valid responses for any of the items within a content area. Any item with a single answer clearly marked is deemed to be valid; invalid responses occur when no response option is marked or multiple response options are marked for the same item.

Table 15 shows information regarding the answer documents deemed to be invalid for scoring and reporting. It is seen in Table 15 that, in general, reading had the fewest answer documents deemed invalid. The average percentage of invalid answer documents across all grades was 1.85% for reading, 2.15% for mathematics, and 2.26% for science. The majority of those invalidations were from invalid answer documents, followed by parental opt-out. Overall, reading

grade 5 had the smallest percentage of total invalid answer documents (invalid for any reason including multiple marking and parental opt-out) at 0.58%, while mathematics grade 7 had the largest percentage at 2.93%.

Standard Setting

Student performance on the assessment is described in terms of performance levels. The purpose of setting standards on a test scale is to enhance its validity argument by increasing the interpretability of students' scores. A standard setting workshop was held in Madison, Wisconsin, April 1–4, 2008. The purpose of the standard setting was to identify cut scores that distinguish students into four performance levels: *WAA-SwD Minimal Performance*, *WAA-SwD Basic*, *WAA-SwD Proficient*, and *WAA-SwD Advanced*, with *WAA-SwD Advanced* representing the highest level of achievement.

The standard setting was divided into two phases. In the first phase of the standard setting, a committee of educators from across the state of Wisconsin was convened to engage in a profile sorting study (Jaeger, 1995). During the WAA-SwD Profile Sorting Workshop, participants examined scored response vectors (student profiles) and classified them into the four performance levels in accordance with the alternate assessment achievement descriptors. In the second phase of the standard setting, a subset of participants from the profile sorting workshop was convened for a synthesis discussion. The participants identified trends in data and made suggestions to revise the original recommendations in order to provide consistent cut scores between grades. Following this second phase, staff from the DPI and the TAC reviewed the proposed cut scores and associated impact data and further refined the recommendations to promote cross-grade articulation. The Superintendent of Public Instruction reviewed this and earlier recommendations and approved the recommendations from the DPI staff and the TAC.

A complete description of the standard setting for the WAA-SwD reading, mathematics, and science content areas is found in the *2007–08 Wisconsin Alternate Assessment for Students with Disabilities Profile Sorting Standard Setting Technical Report* available from the DPI. More information about the cut scores and impact data can be found later in this report in the “Analyses and Results: Performance Level Data” section.

Analyses and Results

This section describes the item and total-test level statistics. Due to the relatively small sample sizes at each grade and nature of student score distributions, raw score statistics are calculated. These include raw scores at the total-test level and at each standard; no statistical test scaling or equating of test scores within or across assessment years is conducted. Interpretations of year-to-year score comparability are based with limitation on common content design and an expectation of similar instructional practices year to year across the participating schools.

Item Level Statistics

Each test was reviewed in terms of classical raw score statistics. Specifically, each CR item's frequency distribution (number of students at each score level), each item's *p*-value (proportion of students choosing the correct answer for SR items and the average proportion of the maximum score that students earned on each CR item), and item-total test correlations (how correlated a score each individual item is with the total test score) were reviewed.

The frequency distributions for CR items are found in Tables 16–18 for reading, mathematics, and science, respectively. In general, across content areas, the greatest percentage of students received full credit (2 or 3 points) on the CR items. However, there were three mathematics items in which the largest response percentage was associated with no credit as opposed to full

credit, one item each in grades 6, 7, and 10. Furthermore, there were several items where more students earned 1 point as opposed to 2 or 0 points.

Item p -values and item-total correlations are presented in Tables 19–21 for reading, mathematics, and science, respectively. These tables also illustrate the performance of common items that appear across and within grade bands to compare the performance of the same item when administered at different grade levels. The items were designed such that items appearing at two grade levels would be more difficult at the lower grade level and easier at the higher grade level. As such, any items with equal difficulty or that are more difficult at the higher grade level should be carefully examined.

Typically, p -values range between 0.30 and 0.90. Items with p -values less than 0.30 are considered difficult, as fewer than 30% of the students are providing the correct answer, while a p -value greater than 0.90 indicates an easy item, as more than 90% of the students are providing the correct answer. Items with p -values less than 0.30 should be reviewed to ensure the difficulty is not due to a content or format problem within the item. Items with a p -value above 0.90 should be reviewed to ensure the item provides additive information about students' skills.

As can be seen in Tables 19–21, the p -values across all grades and content areas were within the boundaries generally considered to be acceptable. There were three operational WAA-SwD items within the 2013–14 administration with p -values greater than 0.90, all in reading: grade 3 (0.91), grade 8 (0.91), and grade 10 (0.92). There was one operational WAA-SwD item within the 2013–14 administration with a p -value less than 0.30, in mathematics, grade 7 (0.27).

Acceptable item-total test correlations are usually in the range of 0.30 and above, where 0.15 is generally considered a critical cut-off. The item-total test correlations were generally within acceptable ranges. Across all content areas and grade levels, there were just seven items with item-total test correlations less than 0.30, and there were no items with item-total test correlations below the critical threshold of 0.15. These items underwent a careful review, ultimately being deemed appropriate for the WAA-SwD assessment.

Table 22 illustrates summative information for the items in terms of p -values and item-total test correlations by grade level and content area.

Extended Grade Band Standards Level Statistics

Student performance on individual Extended Grade Band Standards is reported in terms of the percentage of items within each standard that students answer correctly. This proportion can be considered an average p -value across items within a specific standard. Average p -values for the standards can also be evaluated based on balanced difficulty across the standards. To illustrate the level of difficulty by standard, standards at each grade are ranked according to the proportion of students responding correctly to items within each standard. This type of analysis also shows the most difficult standards for the tested population. The results of the rankings for the 2013–14 forms in reading, mathematics, and science are found in Tables 23–25 respectively. In general, mean p -values by standard range from 0.54 (grade 10 mathematics, Geometry) to 0.86 (grade 8 science, Science Connections and the Nature of Science), demonstrating a balance of difficulty across the standards.

Total-Test Level Statistics

Student performance is described in different ways, including total raw scores, performance on specific content standards, and performance levels (the documentation of which is described in detail in the *2007–08 Wisconsin Alternate Assessment for Students with Disabilities Profile Sorting*

Standard Setting Technical Report available from the DPI). The maximum number of points per grade and content area varies across grades and across content areas. The number of items and points by content area and standard can be found in Tables 10–12 for reading, mathematics, and science, respectively. The raw score performance statistics by grade and content area for the total group are found in Table 26, as well as Tables 1–3 where they are further disaggregated by gender, ethnicity, English language proficiency, and socioeconomic status.

It is seen in Figures 6–8 that, as a group, males slightly outperformed females, based upon mean scores, in all grades and content areas, with the exception of grade 6 reading, grade 4 mathematics, and grade 4 science. Figures 9–11 illustrate by content area the differences in mean raw scores across ethnicities. Specifically, the figures show that there were differences related to the student ethnicity with the highest mean score across grades and content areas. American Indian/Alaska Native and Black (not of Hispanic origin) students tended to have the highest mean scores in reading, mathematics, and science.

Figures 12–14 illustrate the mean raw score differences based upon English language proficiency. Students were classified as either English language proficient or as English language learners. English language proficient students include students who were formerly English language learners and are now proficient in the English language, as well as students who are fully English language proficient and were never classified as English language learners. In general, students classified as English language learners had mean scores that were very similar to English language proficient students. Just 4.05% (grade 6 reading) to 8.66% (grade 5 reading) of the total sample were classified as English language learners.

Figures 15–17 illustrate the differences in mean raw scores between economically disadvantaged and not economically disadvantaged students. Across all grade levels and content areas, economically disadvantaged students had higher mean scores than not economically disadvantaged students.

Tables 4–6 provide descriptive statistics for the WAA-SwD on the basis of the primary disability for students. This text summary provides information only for those groups with sample sizes greater than 100; this is done to help ensure generalizability of the findings. Across all content areas in grades 3–7 and 10, there were just three disability categories with more than 100 students: Autism, Cognitive Disability, and Other Health Impairment. In grade 8, there were only two categories with more than 100 students: Autism and Cognitive Disabilities. The Cognitive Disability subgroup had higher mean scores as compared to the Autism and Other Health Impairment subgroups in grades 3–5 reading, grades 3 and 5 mathematics, and grade 4 science; the Other Health Impairment subgroup had higher scores in grades 6–8 reading, grades 4 and 6–8 mathematics, and grade 8 science. In grade 10, the Cognitive Disability subgroup had higher mean scores than the Autism subgroup across content areas.

Tables 7–9 provide descriptive statistics on the additional accommodations provided to students for the WAA-SwD assessment.⁷ As previously noted and illustrated in Figures 3–5, the majority of students, over 75%, received no additional accommodations on the WAA-SwD assessment. As such, the remaining subgroups were small, comprising less than 25% of the total population of students assessed with the WAA-SwD, and caution should be taken in the interpretation of the findings related to these subgroups.

⁷ It is important to note that more than one accommodation may be indicated for a student; as such, sample sizes are not necessarily equal to the total sample size, and percentages may not sum to 100%.

The distribution of student scores is another important indicator of the overall test performance. One way to look at this is to evaluate the number of students earning the maximum possible total raw score (the ceiling) and those earning no points (the floor). The number of students at the maximum and minimum raw scores is found in Tables 1–9 and 26. Another way of looking at this is to view the distribution of students across the raw score scale. Raw score frequency distributions are found in Tables 27–29 and are illustrated in Figures 18–20. The tables and figures illustrate that, for the total group, approximately the same percentage of students across content areas and grade levels received the minimum score, ranging from 3.66% (grade 3 reading) to 5.46% (grade 6 mathematics). There was more spread in the percentage of students receiving the maximum score, ranging from 1.05% (grade 10 mathematics) to 10.93% (grade 4 science). Reading and science both exhibited a negative skew to their distributions. Mathematics exhibited a flatter distribution as compared to reading and science, though there was still a negative skew.

Performance Level Data

Table 30 details the final cut scores for each performance level by grade and content area along with the associated impact data (percentages of students in each performance level). To view the impact data in graphical form, refer to Figures 21–23. The combination of the two highest performance levels, *WAA-SwD Proficient* and *WAA-SwD Advanced*, is shown in Figure 24, as well as in Table 30. Across all content areas, the combined percentage of students in the two highest performance levels ranges from 60.44% (grade 7 reading) to 80.77% (grade 8 science).

Tables 31–33 detail the impact data for the total group by grade level and content area, as well as the subgroups of gender, ethnicity, English language proficiency status, and socioeconomic status. In general, a greater percentage of males are classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* as compared to females. The exceptions to this are for grades 6 and 7 reading, grades 4 and 7 mathematics, and grade 4 science. When reviewing the data on the basis of English language proficiency, it is seen that there is nearly an even divide for the performance of students who were or were not English language proficient. At the lower grades, English language proficient students have a greater percentage of classification as *WAA-SwD Proficient* and *WAA-SwD Advanced*. Above grade 5, with the exception of grade 8 reading and mathematics, a greater percentage of not English language proficient students are classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*. When reviewing the data on the basis of socioeconomic status, it is seen that across all content areas and grade levels that a greater percentage of economically disadvantaged students are classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* as compared to not economically disadvantaged students.

Tables 34–36 detail the impact data by grade level and content area for students' primary disability. These tables provide a much more detailed breakdown of the impact data. This text summary provides information for only those groups with sample sizes approximately greater than 100; this is done to help ensure generalizability of the findings. Across all content areas, there were only three disability categories with more than 100 students in grades 3–7 and 10: Autism, Cognitive Disability, and Other Health Impairment, and only two disability categories in grade 8: Autism and Cognitive Disability.

Tables 37–39 detail the impact data by grade level and content area for the accommodations provided to test takers. As previously noted, the majority of students, over 75%, received no additional accommodations on the WAA-SwD assessment.

Reliability

Reliability is a central concept within assessment, and there is a large body of literature surrounding this concept. Relevant literature includes Haertel's (2006) chapter on reliability in *Educational Measurement 4th edition*, Feldt and Brennan's (1993) chapter on reliability in *Educational Measurement 3^d edition*, and the chapter on reliability and errors of measurement in part 1 of *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999).

Reliability can be defined as the consistency of assessment scores. A reliable assessment is one that would produce stable scores if the same group of students were to take the same test repeatedly without any fatigue or memory of the test. Even if the assessment were repeated, an individual's responses to test items may vary from one occasion to another, even under strictly controlled situations. This variation in responses reflects measurement error.

There are two types of measurement errors customarily defined in assessment: random and systematic. Both random and systematic errors can easily threaten the reliability and validity of an assessment.

Random errors are varied, inconsistent, and usually inherent to the assessment or administration. Standardization of assessments is meant to minimize random errors that occur because of arbitrary factors that affect a student's performance on the assessment. The WAA-SwD assessment includes a structured, one-on-one administration in which test administrators are trained to ensure standardized administration for all students.

Systematic errors are measurement errors that lead to assessed values being systematically too high or too low. A systematic error is any biasing effect that always affects the results of an assessment in the same direction. An example of a scenario that may result in a systematic error would be a situation when students who need accommodations are not provided with them. Without the accommodations, the students would not be able to demonstrate their true ability on the assessment and would instead score lower on the assessment. For this reason, it is important to provide students with disabilities the appropriate accommodations to take the assessment in a manner that allows them to demonstrate their true ability. Other systematic errors that can possibly impact results include undue distractions, confusing instructions, and bias in rating performance by the test administrator.

For the WAA-SwD, several measures of reliability are available and are discussed in detail below. Item-specific reliability is examined via the item-total test correlation. Total-test reliability is measured in three ways. First, Cronbach's alpha is calculated to examine the internal consistency of the assessment. Second, the standard error of measurement is calculated to examine the measurement error relative to a student's total-test score. Finally, classification consistency is calculated using the Livingston and Lewis (1995) methodology.

Item-specific reliability is measured by calculating the point biserial correlation for SR items, also called an item-test correlation. It is one type of internal consistency measure that is a derivation of the Pearson product moment correlation measuring the correlation between each item score and the score on the group of items remaining on the test overall. The correlation provides a source of information of how consistently students perform on a given item in relation to their performance on the rest of the test measuring a single overall construct, such as mathematics.

On traditional assessments, the minimum acceptable point biserial is preferably 0.30 and no less than 0.15. Any items with point biserial values less than 0.30 should be reviewed from a content perspective to assure that the items actually contribute to the overall construct of the

assessment and do not assess skills that do not contribute to evidence about the construct being measured. Crocker and Algina (1986), following Ebel (1965), suggest that point biserial correlation values for items to be retained operationally should be significantly greater than zero, where significance is established by computing an approximation of the standard error for the Pearson product moment correlation. This approximation is based upon the sample size for each item, and the critical value should be set two standard errors above zero. The approximation is computed as one divided by the square root of the quantity of the sample size minus one.

The minimum number of students tested on the 2013–14 WAA-SwD administration, over all content areas, was 762 (grade 3 mathematics and grade 10 science). This value differs somewhat from the number of students answering each individual item, as there were cases in which students omitted items. At the item level, the minimum number of students answering an item was 744 (grade 10 mathematics). Using the tested population value of 762 as the minimum N value, the critical value for the correlation would be 0.0725. If the minimum item response value of 744 is used, the value is 0.0734 (both of which round to 0.07). No items in the WAA-SwD assessment fall below this critical value; the lowest observed value is 0.19⁸ in grade 10 science.

Table 22 summarizes the point biserials (and p -values) for each grade and content area. For reading, the point biserial values range from 0.24 (grade 3) to 0.80⁹ (grade 10); in mathematics, the range is from 0.19 (grade 8) to 0.80 (grade 8); and in science, the range is from 0.19 (grade 10) to 0.81 (grade 10). All items with correlations below 0.30 were carefully reviewed to ensure that the items actually contributed to the overall construct of the assessment.

Total-test reliability measures consider the level of consistency of performance on all test questions in a given form, the results of which imply how well the questions measure the content domain and could continue to do so over repeated administrations. Total-test reliability coefficients, in this case measured by Cronbach's alpha (α) (1951), may range from 0.00 to 1.00, where 1.00 refers to a perfectly consistent test. Achievement tests are typically considered of sound reliability when their reliability coefficients are 0.80 and above. The total-test reliabilities of the WAA-SwD forms were evaluated first by Cronbach's α (Cronbach, 1951) index of internal consistency. The calculation for Cronbach's α is

$$\hat{\alpha} = \frac{k}{k-1} \left(1 - \frac{\sum \hat{\sigma}_i^2}{\hat{\sigma}_x^2} \right),$$

where k is the number of items on the test form, $\hat{\sigma}_i^2$ is the variance of item i , and $\hat{\sigma}_x^2$ is the total-test variance. Tables 1–9 and 26 provide the Cronbach's alpha coefficients for all grades and content areas in the 2013–14 WAA-SwD test administration. As is evident in the tables and text below, the coefficients are generally quite high.

It is important to note that while the theoretical range for the reliability coefficient is from 0.00 to 1.00, there is potential for the coefficient to range from negative infinity to 1.00 when applied in practice (Nichols, 1999). As explained by Nichols (1999), the value of the coefficient will be negative when “the sum of the individual item variances is greater than the scale variance.” For the WAA-SwD, the scale variance is simply that of the raw scores. For homogenous subgroups

⁸ There are two values of 0.19; however, the grade 10 science value of 0.193 is lower.

⁹ There are two values of 0.80; however, the grade 10 value of 0.799 is higher.

with small variance, the individual item variance is likely reduced, given the high probability of all individuals in the subgroup responding similarly to each of the items.

There are a number of factors that influence reliability coefficients, including group variation, time limits, and test length. When the individuals participating in an assessment are diverse, the reliability estimates increase, while a more homogeneous group will produce lower reliability estimates (Crocker & Algina, 1986). Given the diverse population of students who participate in the WAA-SwD, it is likely that the total group reliability estimates will be quite high. Time limits impact test reliability to the extent that there are effects on true score variance given the speed with which students complete the assessment, and reliability estimates can be artificially increased with speeded assessments (Crocker & Algina, 1986). When the speed with which a test taker completes the assessment is not relevant to the skills being measured, it is critical that the assessment's time limits allow most, if not all, students to complete the assessment (Crocker & Algina, 1986). The WAA-SwD is untimed, as the rate of response is not a skill that is being assessed; rather it is the students' knowledge of the content that is relevant to the assessment. As such, the untimed administration allows for a more appropriate estimation of reliability. Finally, test length is also an important factor in reliability estimation. A longer test, one with more items, is likely to have a higher reliability coefficient than a similar assessment with fewer items (Crocker & Algina, 1986). The operational test length for the WAA-SwD produces reliability coefficient estimates aligned with the recommended guidelines, and as a result, test length is likely to remain fixed for the near future.

At the total group level, summarized in Table 26, the reliabilities are quite high. Ranges are from 0.92 to 0.95 for reading, from 0.92 to 0.95 for mathematics, and 0.96 for all grades in science. These ranges are indicative of the high reliability of the WAA-SwD assessments. It is likely that the amount of variance (for the total group, there are students at nearly every score point for each grade level and content area) and relatively flat distributions contribute to the very high reliabilities. (See Tables 27–29 and Figures 18–20 for frequency distributions of scores.)

At the subgroup level, the ranges are also quite high in general. Across all content areas and grade levels for the gender, ethnicity, English language proficiency, and socioeconomic status subgroups (illustrated in Tables 1–3), all but two reliability values are at or above 0.90 (and none are lower than 0.85). The lowest observed reliability value among these groups is for mathematics, grade 6 Hispanic, where the reliability is 0.88.

An examination of the primary disability subgroups, shown in Tables 4–6, generally illustrates acceptable reliability values. The values to note are for the Emotional Behavioral Disability and Specific Learning Disability subgroups, where most values are quite low and are likely related to the small sample sizes and high scores achieved by these two subgroups of students. When examining the values for all primary disability subgroups, it is found that, for all content areas, most values are greater than 0.90. There are nine values between 0.80 and 0.89 (including 0.80 and 0.89). The values lower than 0.80 are for subgroups with fewer than fifty students and/or where the mean scores are quite high with little variability, indicating that the low reliability values are likely due to homogeneity of scores for these smaller groups. Specifically, the Emotional Behavioral Disability group for mathematics, grade 6 (N=13) had a reliability value of 0.29 and for science, grade 4 (N=13) had a reliability value of -0.02, and the Speech or Language Impairment group (N=21) for reading, grade 3 had a reliability value of 0.28, where the variabilities or standard deviations of 1.74/1.18/1.74 are quite small.

It is also important to ensure that the reliability coefficients are similar for subgroups of students using additional accommodations. As, shown in Tables 7–9, for those students requiring no additional accommodations, the reliability values are at or above 0.90 across all content areas

and grade levels. For those students requiring additional accommodations, all the reliability values across grades and content areas are at or above 0.85.

The second measure of reliability for the WAA-SwD is the standard error of measurement (SEM). This measure of reliability is a direct estimate of the degree of measurement error in a student's total score on a test. It represents the number of score points about which a given score can vary, similar to the standard deviation of a score: the smaller the SEM, the smaller the variability and the higher the reliability. The SEMs are computed with the formula

$$SEM = SD_TS(\sqrt{1 - \hat{\alpha}}),$$

where SD_TS is the standard deviation of the total score and $\hat{\alpha}$ is Cronbach's α (see above). The SEMs represent the total standard error of measurement in the raw score metric across all items in a given form.

The SEMs for each form for the total group and all subgroups are given in Tables 1–9 and are summarized at the total group level in Table 26. At the total group level, the SEM values range from 1.96¹⁰ (grade 6) to 2.12 (grade 3) in reading; from 2.18 (grade 6) to 2.39 (grade 10) in mathematics; and from 1.96 (grade 4) to 2.07 (grade 10) in science.

An examination of SEM values by content area across all subgroups yielded findings that are very similar to the total group.

Classification consistency and accuracy are additional measures of reliability. Reliability coefficients, such as Cronbach's alpha, are used to check for the internal consistency within a single test. Test-retest reliability requires two administrations of the same test, which requires another test as an external reference. When retesting students is not feasible, classification consistency is a viable and often utilized alternative. Consistency in the classification sense represents how well two forms of an assessment with equal difficulty agree on the classification of students into performance levels (Livingston & Lewis, 1995). It is estimated using actual response data and total-test reliability from an administered form of an assessment from which two parallel forms of the assessment are statistically modeled and classifications compared.

Table 40 shows classification consistency and classification accuracy indices based on the Livingston and Lewis (1995) methodology. Note that the values of all indices depend on several factors, such as the reliability of the test form, the distribution of scores, the number of cut scores, and the location of each cut score. The probability of a correct classification (PC) is the probability that the classification the student received is consistent with the classification the student would receive on a parallel form, and the expectation is that the probability would be high. The average PC for reading is 0.66 and ranges from 0.62 (grade 3) to 0.72 (grade 7). The average PC for mathematics is 0.72 and ranges from 0.67 (grade 3) to 0.74 (grade 8). The average PC for science is 0.80 and ranges from 0.77 (grade 8) to 0.84 (grade 10). Probability of misclassification (PM) is 1 – PC. These consistency and accuracy indices from this year are similar to those from last year.

The probability of a correct classification by chance (Chance) is the probability that the classification is correct and is due to chance alone. The probability of Chance is estimated under a complete random assignment procedure using the marginal distribution of each form. The Chance probability is expected to be low. The average Chance for reading is 0.30 and ranges from 0.28 (grade 6) to 0.34 (grade 4). The average Chance for mathematics is 0.30 and

¹⁰ There are two values of 1.96; however, the grade 6 value of 1.957 is lower.

ranges from 0.28 (grade 10) to 0.32 (grade 3). The average Chance for science is 0.41 and ranges from 0.37 (grade 4) to 0.48 (grade 10). This is similar to the 2012–13 WAA-SwD forms.

Cohen's kappa (kappa) provides the same type of reliability, or agreement, statistic as described previously, representing the agreement of the classifications between two parallel forms with the consideration of the probability of a correct classification by chance, $(PC - \text{Chance}) / (1 - \text{Chance})$. In general, the value of kappa is lower than the value of PC because the probability of a correct classification by chance is larger than zero. This is true of the WAA-SwD data in Table 40. The average kappa for reading is 0.52 (from 0.46 (grade 3) to 0.61 (grade 7)), 0.60 in mathematics (from 0.51 (grade 3) to 0.64 (grade 8)) and 0.66 for science (from 0.63 (grade 8) to 0.70 (grade 10)). These is similar to the 2012-13 WAA-SwD forms.

Consistency and accuracy are important to consider in concert. The probability of accuracy (PA) represents the agreement between the observed classification based on the actual test form and true classification given the modeled forms. The average PA for reading is 0.75 from 0.71 (grade 3) to 0.80 (grade 7), 0.80 in mathematics from 0.76 (grade 3) to 0.82 (grade 8), and 0.87 in science from 0.85 (grade 8) to 0.89 (grade 10). These, too, are similar to the 2012-13 WAA-SwD forms. Finally, Table 40 provides the probability of false positives (FP) and false negatives (FN) as measures of error in the data table, and these are low as expected.

Validity

Validity is the central concept in the evaluation of an assessment. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) defines validity as “the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing and evaluating tests” (p. 9). The purpose of test score validation is not to validate the test itself, but to validate interpretations of the test scores for particular purposes or uses. Test score validation is not a quantifiable property but an ongoing process, beginning at initial conceptualization and continuing throughout the entire assessment process. Every aspect of an assessment provides evidence in support of (or that challenges) its validity, including design, content specifications, item development, psychometric quality, and inferences made from the results.

Test validation requires gathering evidence from many sources to evaluate the soundness of the desired score interpretation or use. This evidence is acquired from studies of the procedures surrounding the targeted student group; the history of the content standards and their development; the development of the test (procedural validity); the content of the test (content validity); and from studies involving scores produced by the test. Additional evidence such as evidence based on procedures and processes in the development and scoring of the assessment, alignment of the assessment items to the standards, and relationships to other variables are sources of validity evidence.

The purpose of the assessment, described in the Overview of this document, is not only to meet accountability requirements but also to provide students, parents, teachers, and schools information on how students are progressing in relation to the Wisconsin Model Academic Standards and the Wisconsin Extended Grade Band Standards.

Generally, achievement tests are used for student-level outcomes, either 1) making predictions about students or 2) describing students' performance (Mehrens & Lehmann, 1991). In addition, tests are also used for the purposes of accountability and adequate yearly progress (AYP). As stated by Linn (2008), “Tests are used as policy tools to hold teachers and school administrators

accountable for student learning and as levers to change instruction in the classroom” (p. 4). The DPI uses various assessment data in AYP reporting and in various programmatic and policy-level decisions. Specific to student-level outcomes, the WAA-SwD documents student performance in the areas of reading, mathematics, and science, as defined by the standards. To ensure that test scores allow interpretations appropriate for this purpose, the content of the test must be carefully matched to the specified standards. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) states:

Important validity evidence can be obtained from an analysis of the relationship between a test’s content and the construct it is intended to measure. Evidence based on test content can include logical or empirical analyses of the adequacy with which the test content represents the content domain and of the relevance of the content domain to the proposed interpretation of test scores. Evidence based on content can also come from expert judgments of the relationship between parts of the test and the construct. (p.11)

In regards to content validity evidence, logical analyses of test content indicate the degree to which the content of a test covers the domain of content the test is intended to measure. In the case of the WAA-SwD, the content was defined by test blueprints that described the skills that must be measured to assess the content standards. The test development process required specific attention to content representation and the balance within each test form. In addition, several item review committees contributed to the item review and approval process and ensured the items assessed the content standards and were mapped accordingly. The Test Development section of this report contains more information specific to these reviews. The reviews also helped to ensure fair and unbiased items so that items functioned similarly for members of different ethnic, gender, and disability groups.

In addition, the WAA-SwD reading, mathematics, and science content areas have each gone through an alignment study under the direction of Dr. Norman Webb. As a result of the study, it was decided the first goal would be to focus on improving alignment and categorical concurrence. New items were developed to be field-tested to fill alignment gaps, and some operational items each year were revised, removed, or replaced in the current administration to address alignment. The DPI will continue to work in the upcoming years on developing items to address alignment and to build a strong alternate assessment aligned to the Extended Grade Band Standards.

The internal structure of the test also provides evidence of validity. For example, high internal consistency, like that described by the coefficients in the Analyses and Results and the Reliability sections of this document, constitutes evidence of validity. This is because high reliability coefficients imply that the test questions are measuring the same domain of skill and are reliable and consistent. However, it is important to note the caveats previously indicated in regard to the reasons that the coefficients may be as high as they are for the WAA-SwD.

The validity of an assessment score’s interpretation is also evidenced by establishing that the population of students for which the assessment is designed is well-targeted and that those students participated in the assessment. The WAA-SwD is given to students with significant disabilities if the local IEP team determines that the students are unable to participate in the WKCE even with accommodations. Given the high-stakes nature of the WAA-SwD and the requirements of NCLB and peer review evidence, as well as the need for eligibility criteria data, it is important to note the WAA-SwD participants and the data on their performance. The number of students in various subgroups who participated and each group’s summary statistics are presented in Tables 1–3 (specific to gender, ethnicity, English language proficiency, and

socioeconomic status), Tables 4–6 (specific to primary disabilities reported), and Tables 7–9 (specific to accommodations provided in order for students to access the WAA-SwD assessment).

It is important that students' scores represent a range of scores. Total raw score results, including the means, standard deviations, and the number of students at the minimum and maximum scores for each grade level and content area for the total groups are found in Table 26, and raw score frequency distributions by grade and content area are found in Tables 27–29 and Figures 18–20. An assessment that is valid should be similarly reliable for subgroups of similar sample sizes. Therefore, in addition to the total group data, subgroup total-test performance and the associated test reliabilities and standard errors must also be reported. Table 26 summarizes the reliability and SEM values at the total group level, and Tables 1–9 provides values for the subgroups. Specific details on test reliability and standard errors are further described in the Reliability section of this document.

Longitudinal Data

As an assessment is used over time, it is helpful to be able to compare results across multiple years. The 2007–08 administration of the WAA-SwD was the first administration of the assessment within the current design.¹¹ It is important to be cautious about making longitudinal comparisons with any assessment that is only on the raw score scale, as is the case with the WAA-SwD. To support cautious comparisons, the forms across years were created to align to the same blueprint each year and limited item changes were made. More detailed information regarding these changes was provided previously in the sections on Test Design and Test Development.

Stability in population is also helpful in comparability across time. To assist, Figures 25–27 illustrate the number of students participating in the WAA-SwD assessment for reading, mathematics, and science, respectively. Over time, there have been slight increases and decreases in various grades and content areas. However, the general rates of participation and, just as importantly, the rates by subgroup, across years have remained fairly stable. These are shown in Tables 42–44 and Figures 31–33.

Stability in performance is important as well, and a review of the raw score means and standard deviations at the total group level by grade illustrated in Table 41 across years indicates mild fluctuations. The mean differences are also illustrated graphically in Figures 28–30. Over time it would be expected that there would also be only minimal differences in item statistics, such as *p*-values (item difficulty) and item-total test correlations, assuming that the test population remains stable. There were some WAA-SwD items that were revised, while others were removed and replaced across the six administrations; this has occurred for all grades and content areas, and as such, the reader is cautioned regarding longitudinal interpretations for the modified forms.

The *p*-values for each year and the average differences can be found in Table 45 and were found to be adequately stable, as are the item-total test correlations and differences across years found in Table 46.

Particularly important to accountability uses for assessments are the impact data, or the percentage of students in each performance level, across years. The impact data for 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, 2012–13, and 2013–14, as well as the differences, are

¹¹ Full details regarding the 2007–08 administration of the WAA-SwD assessment can be found in *2007-08 Wisconsin Alternate Assessment for Students with Disabilities Technical Report*, available from the DPI.

provided in Tables 47–49 by content area. From 2012–13 to 2013–14, the overall pass rates (the percentage of students from the combined WAA-SwD Proficient and WAA-SwD Advanced levels) were most different for mathematics grade 3 (7.19% increase). The average difference in overall pass rates across all content areas was 0.48%.

In reading, the greatest difference from 2007–08 to 2008–09 was observed at grade 4, where there was a 13.20% reduction in the percentage of students classified as *WAA-SwD Advanced*. From 2008–09 to 2009–10, the greatest difference for reading was observed at grade 8, where there was a 6.03% increase in the percentage of students classified as *WAA-SwD Advanced*. From 2009–10 to 2010–11, the greatest difference for reading was observed at grade 8, where there was a 5.17% decrease in the percentage of students classified as *WAA-SwD Advanced*. From 2010–11 to 2011–12, the greatest difference for reading was observed at grade 10, where there was a 9.00% increase in the percentage of students classified as *WAA-SwD Proficient* and *Advanced* combined. From 2011–12 to 2012–13, the greatest difference for reading was observed at grade 10, where there was a 5.67% decrease in the percentage of students classified as *WAA-SwD SwD Proficient*. From 2012–13 to 2013–14, the greatest difference for reading was observed at grade 8, where there was a 3.96% increase in the percentage of students classified as *WAA-SwD Proficient*. From 2007–08 to 2013–14, the greatest difference for reading was observed at grade 4, where there was a 15.16% decrease in the percentage of students classified as *WAA-SwD Advanced*.

In mathematics from 2007–08 to 2008–09, the greatest difference in the impact data was that 4.41% fewer grade 3 students were classified as *WAA-SwD Minimal Performance*. From 2008–09 to 2009–10 for mathematics, the greatest difference was observed at grade 10, where there was a 6.28% decrease in the percentage of students classified as *WAA-SwD Advanced*. From 2009–10 to 2010–11, the greatest difference for mathematics was observed at grade 7, where there was a 6.90% decrease in the percentage of students classified as *WAA-SwD Advanced*. From 2010–11 to 2011–12, the greatest difference for mathematics was observed at grade 10, where there was a 7.41% increase in the percentage of students classified as *WAA-SwD Proficient* and *Advanced* combined. From 2011–12 to 2012–13, the greatest difference for mathematics was observed at grade 10, where there was a 5.48% decrease in the percentage of students classified as *WAA-SwD Proficient*. From 2012–13 to 2013–14, the greatest difference for mathematics was observed at grade 3, where there was a 7.19% increase in the percentage of students classified as *WAA-SwD Advanced*. From 2007–08 to 2013–14, the greatest difference for mathematics was observed at grade 3, where there was a 9.67% increase in the percentage of students classified as *WAA-SwD Proficient*.

Finally in science, the greatest difference in the impact data from 2007–08 to 2008–09 was that 7.10% more students in grade 8 were classified as *WAA-SwD Advanced*. From 2008–09 to 2009–10, the greatest difference in science is observed at grade 8, where there was a 3.81% increase in the percentage of students classified as *WAA-SwD Proficient*. From 2009–10 to 2010–11, the greatest difference for science was observed at grade 4, where there was a 4.88% decrease in the percentage of students in the combined category of *WAA-SwD Proficient* and *WAA-SwD Advanced*. From 2010–11 to 2011–12, the greatest difference for science was observed at grade 10, where there was a 6.45% increase in the percentage of students classified as *WAA-SwD Advanced*. From 2011–12 to 2012–13, the greatest difference for science was observed at grade 4, where there was a 2.61% increase in the percentage of students classified as *WAA-SwD Basic*. From 2012–13 to 2013–14, the greatest difference for science was observed at grade 8, where there was a 3.60% decrease in the percentage of students classified as *WAA-SwD Minimal Performance*. From 2007–08 to 2013–14, the greatest

difference for science was observed at grade 10, where there was a 10.18% increase in the percentage of students classified as *WAA-SwD Advanced*.

Summary Recommendations

Results and key findings of the Fall 2013 WAA-SwD test administration are presented throughout the body of this report. Some issues of a technical nature that may warrant further attention in subsequent administrations are presented below.

1) During the initial development of the WAA-SwD, items were developed according to a number of criteria. These criteria included content, extended depth of knowledge, proficiency level, and read-by status (reading only). These criteria were used to establish the target blueprints for the exam. Most of these targets were successfully met prior to the first administration of the exam. However, there are instances where test blueprints have not been fully met. It is recommended that additional items be developed so that complete alignment with the target blueprint becomes a reality.

2) Once a sufficient number of items exist so that target blueprints can be met at all grade levels and subject areas, the DPI should consider revisiting the cut scores that were established in 2008 and take the necessary steps to verify that these cut scores remain appropriate. Possible methods to consider include conducting a standard setting similar to the method used in 2008 or a more limited cut score review.

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Tables 1–49

Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Reading	3	TOTAL	TOTAL	764	100%	20.96	7.59	24	28	0.92	2.12
			Female	233	30.50%	20.73	7.56	4	7	0.92	2.15
			Male	531	69.50%	21.06	7.61	20	21	0.92	2.10
		Ethnicity	Asian/Pacific Islander	40	5.24%	19.35	7.78	0	2	0.92	2.22
			Black (not of Hispanic Origin)	147	19.24%	21.52	6.86	2	4	0.90	2.14
			Hispanic	100	13.09%	19.66	8.18	2	5	0.93	2.15
			American Indian/Alaska Native	18	2.36%	20.28	8.84	0	1	0.95	1.97
			White (not of Hispanic Origin)	459	60.08%	21.23	7.60	20	16	0.92	2.10
		ELP	English Language Proficient	715	93.59%	21.00	7.59	24	26	0.92	2.11
			Not English Language Proficient	49	6.41%	20.43	7.64	0	2	0.92	2.15
		SES	Economically Disadvantaged	478	62.57%	21.63	7.12	16	14	0.91	2.09
			Not Economically Disadvantaged	286	37.44%	19.83	8.22	8	14	0.93	2.15
	4	TOTAL	TOTAL	818	100%	21.82	7.92	68	31	0.94	1.96
			Female	275	33.62%	21.61	7.98	21	12	0.94	1.97
			Male	543	66.38%	21.92	7.90	47	19	0.94	1.96
		Ethnicity	Asian/Pacific Islander	27	3.30%	23.26	7.68	4	1	0.94	1.89
			Black (not of Hispanic Origin)	174	21.27%	22.15	7.38	15	7	0.93	1.97
			Hispanic	104	12.71%	21.30	8.02	6	5	0.94	2.01
			American Indian/Alaska Native	21	2.57%	21.00	9.41	1	1	0.96	1.90
			White (not of Hispanic Origin)	492	60.15%	21.76	8.05	42	17	0.94	1.95
		ELP	English Language Proficient	765	93.52%	21.81	7.93	63	29	0.94	1.96
			Not English Language Proficient	53	6.48%	21.96	7.87	5	2	0.94	2.00
		SES	Economically Disadvantaged	518	63.33%	22.34	7.69	48	18	0.94	1.93
			Not Economically Disadvantaged	300	36.68%	20.91	8.25	20	13	0.94	2.02

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Reading	5	Gender	TOTAL	855	100%	21.29	8.37	58	40	0.94	1.97
			Female	292	34.15%	21.03	8.50	20	17	0.95	1.97
			Male	563	65.85%	21.42	8.30	38	23	0.94	1.97
		Ethnicity	Asian/Pacific Islander	44	5.15%	19.55	8.71	2	2	0.94	2.09
			Black (not of Hispanic Origin)	167	19.53%	22.36	8.24	12	8	0.95	1.87
			Hispanic	91	10.64%	21.09	8.65	6	4	0.95	1.96
			American Indian/Alaska Native	26	3.04%	20.62	10.09	3	3	0.97	1.81
			White (not of Hispanic Origin)	527	61.64%	21.17	8.23	35	23	0.94	2.00
		ELP	English Language Proficient	781	91.35%	21.30	8.43	57	37	0.95	1.97
			Not English Language Proficient	74	8.66%	21.23	7.77	1	3	0.93	2.03
		SES	Economically Disadvantaged	529	61.87%	22.03	8.19	42	26	0.95	1.91
			Not Economically Disadvantaged	326	38.13%	20.10	8.53	16	14	0.94	2.06
	6	Gender	TOTAL	864	100%	21.06	8.56	77	43	0.95	1.96
			Female	311	36.00%	21.23	8.75	28	16	0.95	1.92
			Male	553	64.01%	20.97	8.46	49	27	0.95	1.98
		Ethnicity	Asian/Pacific Islander	24	2.78%	19.71	7.60	1	2	0.92	2.16
			Black (not of Hispanic Origin)	173	20.02%	21.93	8.51	17	10	0.95	1.89
			Hispanic	79	9.14%	20.29	9.33	4	7	0.96	1.92
			American Indian/Alaska Native	18	2.08%	26.72	4.90	5	0	0.91	1.48
			White (not of Hispanic Origin)	570	65.97%	20.78	8.53	50	24	0.95	1.98
		ELP	English Language Proficient	829	95.95%	21.02	8.57	76	41	0.95	1.96
			Not English Language Proficient	35	4.05%	22.14	8.46	1	2	0.95	1.85
		SES	Economically Disadvantaged	539	62.38%	22.14	8.26	55	25	0.95	1.87
			Not Economically Disadvantaged	325	37.62%	19.27	8.77	22	18	0.94	2.09

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Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Reading	7	Gender	TOTAL	867	100%	21.00	8.52	45	42	0.94	2.08
			Female	312	35.99%	20.95	8.67	19	15	0.94	2.05
			Male	555	64.01%	21.03	8.44	26	27	0.94	2.09
		Ethnicity	Asian/Pacific Islander	21	2.42%	19.62	8.41	0	1	0.93	2.27
			Black (not of Hispanic Origin)	162	18.69%	21.21	7.89	5	7	0.93	2.11
			Hispanic	93	10.73%	19.82	8.31	2	1	0.93	2.20
			American Indian/Alaska Native	21	2.42%	19.86	9.63	0	1	0.95	2.09
			White (not of Hispanic Origin)	570	65.74%	21.23	8.69	38	32	0.94	2.04
		ELP	English Language Proficient	812	93.66%	20.94	8.60	44	41	0.94	2.07
			Not English Language Proficient	55	6.34%	21.85	7.24	1	1	0.91	2.15
		SES	Economically Disadvantaged	534	61.59%	21.76	8.27	27	22	0.94	2.05
			Not Economically Disadvantaged	333	38.41%	19.79	8.78	18	20	0.94	2.12
	8	Gender	TOTAL	913	100%	20.98	8.19	66	43	0.94	2.00
			Female	328	35.93%	20.68	8.52	21	19	0.95	1.99
			Male	585	64.07%	21.15	7.99	45	24	0.94	2.01
		Ethnicity	Asian/Pacific Islander	41	4.49%	18.56	8.49	1	2	0.93	2.18
			Black (not of Hispanic Origin)	163	17.85%	22.64	7.44	15	7	0.93	1.92
			Hispanic	99	10.84%	20.55	8.28	6	3	0.94	2.06
			American Indian/Alaska Native	14	1.53%	20.43	8.45	0	1	0.94	2.11
			White (not of Hispanic Origin)	596	65.28%	20.78	8.29	44	30	0.94	2.00
		ELP	English Language Proficient	856	93.76%	21.00	8.24	65	41	0.94	2.00
			Not English Language Proficient	57	6.24%	20.72	7.31	1	2	0.91	2.15
		SES	Economically Disadvantaged	517	56.63%	22.00	7.49	40	17	0.93	1.98
			Not Economically Disadvantaged	396	43.37%	19.66	8.85	26	26	0.95	2.03

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Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Reading	10		TOTAL	765	100%	21.29	8.22	35	36	0.94	1.98
			Gender								
			Female	277	36.21%	20.19	9.09	11	22	0.95	1.98
			Male	488	63.79%	21.91	7.62	24	14	0.93	1.97
			Ethnicity								
			Asian/Pacific Islander	37	4.84%	17.84	10.10	1	6	0.96	2.01
			Black (not of Hispanic Origin)	137	17.91%	21.02	8.24	3	8	0.94	2.00
			Hispanic	72	9.41%	22.61	6.68	5	2	0.91	1.99
			American Indian/Alaska Native	18	2.35%	21.50	8.39	2	1	0.95	1.97
			White (not of Hispanic Origin)	501	65.49%	21.42	8.22	24	19	0.94	1.96
			ELP								
			English Language Proficient	717	93.73%	21.16	8.28	31	34	0.94	1.98
			Not English Language Proficient	48	6.28%	23.19	7.14	4	2	0.93	1.92
			SES								
			Economically Disadvantaged	395	51.63%	22.40	7.49	21	12	0.93	1.93
			Not Economically Disadvantaged	370	48.37%	20.11	8.79	14	24	0.95	2.02

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—
Mathematics

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Mathematics	3	TOTAL	TOTAL	762	100%	22.77	8.62	18	31	0.92	2.36
			Female	233	30.58%	22.26	8.53	6	10	0.92	2.39
			Male	529	69.42%	22.99	8.66	12	21	0.93	2.35
		Ethnicity	Asian/Pacific Islander	40	5.25%	21.60	9.31	1	2	0.93	2.42
			Black (not of Hispanic Origin)	146	19.16%	23.42	7.84	2	4	0.91	2.37
			Hispanic	100	13.12%	21.46	9.38	1	7	0.94	2.37
			American Indian/Alaska Native	18	2.36%	22.61	9.67	1	1	0.94	2.27
			White (not of Hispanic Origin)	458	60.11%	22.95	8.58	13	17	0.92	2.36
		ELP	English Language Proficient	713	93.57%	22.77	8.59	17	29	0.92	2.36
			Not English Language Proficient	49	6.43%	22.73	9.11	1	2	0.93	2.38
		SES	Economically Disadvantaged	477	62.60%	23.71	8.25	13	18	0.92	2.32
			Not Economically Disadvantaged	285	37.40%	21.19	9.00	5	13	0.93	2.43
	4	TOTAL	TOTAL	816	100%	22.59	9.03	24	34	0.93	2.34
			Female	274	33.58%	22.61	9.26	4	15	0.94	2.30
			Male	542	66.42%	22.58	8.91	20	19	0.93	2.37
		Ethnicity	Asian/Pacific Islander	27	3.31%	22.04	8.98	0	1	0.93	2.44
			Black (not of Hispanic Origin)	173	21.20%	23.36	8.60	2	5	0.93	2.31
			Hispanic	104	12.75%	22.29	8.96	5	5	0.93	2.36
			American Indian/Alaska Native	21	2.57%	23.05	11.31	2	1	0.97	2.09
			White (not of Hispanic Origin)	491	60.17%	22.39	9.10	15	22	0.93	2.35
		ELP	English Language Proficient	763	93.51%	22.61	9.05	22	32	0.93	2.34
			Not English Language Proficient	53	6.50%	22.30	8.69	2	2	0.92	2.42
		SES	Economically Disadvantaged	518	63.48%	23.37	8.92	17	17	0.93	2.30
			Not Economically Disadvantaged	298	36.52%	21.23	9.06	7	17	0.93	2.41

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—
Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Mathematics	5	TOTAL		852	100%	22.87	9.35	29	42	0.94	2.29
			Gender								
			Female	291	34.16%	22.36	9.80	6	21	0.95	2.27
			Male	561	65.85%	23.13	9.10	23	21	0.94	2.29
		Ethnicity	Asian/Pacific Islander	44	5.16%	20.27	10.25	1	3	0.95	2.37
			Black (not of Hispanic Origin)	166	19.48%	24.05	9.31	4	9	0.95	2.14
			Hispanic	90	10.56%	22.80	9.58	3	3	0.94	2.28
			American Indian/Alaska Native	26	3.05%	22.81	10.69	2	3	0.96	2.21
			White (not of Hispanic Origin)	526	61.74%	22.73	9.16	19	24	0.94	2.32
		ELP	English Language Proficient	779	91.43%	22.84	9.39	25	40	0.94	2.28
			Not English Language Proficient	73	8.57%	23.14	8.95	4	2	0.93	2.31
		SES	Economically Disadvantaged	528	61.97%	23.94	9.08	20	26	0.94	2.22
			Not Economically Disadvantaged	324	38.03%	21.13	9.53	9	16	0.94	2.37
	6	TOTAL		861	100%	22.88	9.65	47	47	0.95	2.18
			Gender								
			Female	310	36.01%	22.58	9.93	16	18	0.95	2.17
			Male	551	64.00%	23.05	9.49	31	29	0.95	2.19
		Ethnicity	Asian/Pacific Islander	24	2.79%	20.92	9.61	0	2	0.94	2.33
			Black (not of Hispanic Origin)	173	20.09%	23.57	9.51	9	10	0.95	2.15
			Hispanic	79	9.18%	21.67	10.34	4	8	0.96	2.18
			American Indian/Alaska Native	18	2.09%	28.83	5.63	1	0	0.88	1.95
			White (not of Hispanic Origin)	567	65.85%	22.73	9.64	33	27	0.95	2.20
		ELP	English Language Proficient	826	95.94%	22.86	9.63	44	44	0.95	2.19
			Not English Language Proficient	35	4.07%	23.46	10.08	3	3	0.95	2.15
		SES	Economically Disadvantaged	538	62.49%	24.00	9.48	33	26	0.95	2.12
			Not Economically Disadvantaged	323	37.52%	21.02	9.65	14	21	0.94	2.28

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—
Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Mathematics	7	TOTAL		862	100%	21.70	9.43	25	39	0.94	2.31
			Gender								
			Female	312	36.20%	21.13	9.33	5	15	0.94	2.35
			Male	550	63.81%	22.02	9.48	20	24	0.94	2.28
		Ethnicity	Asian/Pacific Islander	21	2.44%	20.81	10.42	1	1	0.95	2.29
			Black (not of Hispanic Origin)	161	18.68%	22.97	8.67	5	5	0.93	2.29
			Hispanic	92	10.67%	20.25	8.94	2	2	0.93	2.41
			American Indian/Alaska Native	21	2.44%	20.43	10.60	1	2	0.96	2.20
			White (not of Hispanic Origin)	567	65.78%	21.65	9.61	16	29	0.94	2.30
		ELP	English Language Proficient	807	93.62%	21.64	9.49	24	38	0.94	2.31
			Not English Language Proficient	55	6.38%	22.49	8.45	1	1	0.92	2.32
		SES	Economically Disadvantaged	533	61.83%	22.73	9.25	16	21	0.94	2.26
			Not Economically Disadvantaged	329	38.17%	20.03	9.48	9	18	0.94	2.37
	8	TOTAL		911	100%	21.68	9.33	19	38	0.94	2.33
			Gender								
			Female	327	35.90%	20.84	9.36	5	19	0.94	2.37
			Male	584	64.11%	22.15	9.29	14	19	0.94	2.31
		Ethnicity	Asian/Pacific Islander	41	4.50%	20.24	9.32	0	2	0.93	2.49
			Black (not of Hispanic Origin)	163	17.89%	23.26	8.91	4	8	0.94	2.27
			Hispanic	99	10.87%	21.16	9.49	0	3	0.94	2.35
			American Indian/Alaska Native	14	1.54%	21.43	10.29	0	1	0.95	2.25
			White (not of Hispanic Origin)	594	65.20%	21.44	9.38	15	24	0.94	2.34
		ELP	English Language Proficient	854	93.74%	21.66	9.38	19	36	0.94	2.33
			Not English Language Proficient	57	6.26%	22.04	8.66	0	2	0.92	2.42
		SES	Economically Disadvantaged	515	56.53%	22.96	8.84	14	16	0.93	2.29
			Not Economically Disadvantaged	396	43.47%	20.03	9.69	5	22	0.94	2.38

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—
Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Mathematics	10	Gender	TOTAL	764	100%	20.24	8.96	8	37	0.93	2.39
			Female	277	36.26%	18.44	9.30	2	23	0.93	2.39
			Male	487	63.74%	21.26	8.60	6	14	0.92	2.38
		Ethnicity	Asian/Pacific Islander	37	4.84%	17.95	9.99	0	5	0.94	2.36
			Black (not of Hispanic Origin)	137	17.93%	19.80	9.26	3	8	0.93	2.39
			Hispanic	72	9.42%	20.97	7.49	0	3	0.89	2.48
			American Indian/Alaska Native	18	2.36%	19.83	8.53	0	1	0.91	2.49
			White (not of Hispanic Origin)	500	65.45%	20.44	9.00	5	20	0.93	2.37
		ELP	English Language Proficient	716	93.72%	20.14	9.02	8	35	0.93	2.39
			Not English Language Proficient	48	6.28%	21.77	7.82	0	2	0.91	2.37
		SES	Economically Disadvantaged	394	51.57%	21.47	8.57	4	14	0.92	2.36
			Not Economically Disadvantaged	370	48.43%	18.93	9.19	4	23	0.93	2.41

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Table 3
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Science

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Science	4	TOTAL		814	100%	27.64	10.46	89	34	0.96	1.96
		Gender	Female	273	33.54%	27.83	10.82	26	14	0.97	1.88
			Male	541	66.46%	27.55	10.28	63	20	0.96	2.00
		Ethnicity	Asian/Pacific Islander	27	3.32%	26.26	10.90	1	1	0.96	2.08
			Black (not of Hispanic Origin)	173	21.25%	28.50	9.95	11	7	0.96	1.90
			Hispanic	103	12.65%	27.18	10.00	13	4	0.96	2.06
			American Indian/Alaska Native	21	2.58%	28.43	12.06	4	1	0.98	1.68
			White (not of Hispanic Origin)	490	60.20%	27.48	10.64	60	21	0.97	1.96
		ELP	English Language Proficient	762	93.61%	27.67	10.50	86	33	0.97	1.95
			Not English Language Proficient	52	6.39%	27.31	9.86	3	1	0.96	2.09
		SES	Economically Disadvantaged	516	63.39%	28.50	10.08	58	20	0.96	1.89
			Not Economically Disadvantaged	298	36.61%	26.16	10.93	31	14	0.96	2.08
	8	TOTAL		910	100%	29.98	10.34	82	36	0.96	2.04
		Gender	Female	326	35.82%	29.25	10.95	22	16	0.96	2.05
			Male	584	64.18%	30.38	9.97	60	20	0.96	2.03
		Ethnicity	Asian/Pacific Islander	41	4.51%	27.83	10.81	0	2	0.96	2.20
			Black (not of Hispanic Origin)	163	17.91%	31.20	9.88	11	7	0.96	1.94
			Hispanic	98	10.77%	29.66	9.88	6	2	0.95	2.16
			American Indian/Alaska Native	13	1.43%	29.31	12.20	2	1	0.98	1.88
			White (not of Hispanic Origin)	595	65.39%	29.86	10.46	63	24	0.96	2.04
		ELP	English Language Proficient	854	93.85%	29.97	10.43	81	34	0.96	2.03
			Not English Language Proficient	56	6.15%	30.14	9.00	1	2	0.94	2.17
		SES	Economically Disadvantaged	515	56.59%	31.34	9.41	51	16	0.96	1.96
			Not Economically Disadvantaged	395	43.41%	28.19	11.20	31	20	0.96	2.13

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Table 3
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Science
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Science	10	Gender	TOTAL	762	100%	30.55	10.73	76	35	0.96	2.07
			Female	275	36.09%	29.05	12.10	25	21	0.97	2.09
			Male	487	63.91%	31.40	9.79	51	14	0.96	2.05
		Ethnicity	Asian/Pacific Islander	37	4.86%	26.70	13.09	1	5	0.97	2.26
			Black (not of Hispanic Origin)	137	17.98%	30.29	11.10	16	8	0.97	2.04
			Hispanic	72	9.45%	33.06	8.35	7	2	0.95	1.95
			American Indian/Alaska Native	18	2.36%	30.28	10.57	1	1	0.96	2.20
			White (not of Hispanic Origin)	498	65.35%	30.55	10.69	51	19	0.96	2.07
		ELP	English Language Proficient	714	93.70%	30.40	10.86	71	34	0.96	2.07
			Not English Language Proficient	48	6.30%	32.75	8.39	5	1	0.94	2.06
		SES	Economically Disadvantaged	394	51.71%	32.05	9.64	51	10	0.96	1.96
			Not Economically Disadvantaged	368	48.29%	28.95	11.59	25	25	0.97	2.17

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Table 4
Descriptive Statistics by Disability—Reading

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	3	Autism	168	21.99%	19.82	7.42	4	3	0.91	2.21
		Cognitive Disability	349	45.68%	21.08	7.37	6	12	0.92	2.13
		Deaf-Blind	0	0%	—	—	—	—	—	—
		Emotional Behavioral Disability	13	1.70%	24.69	4.66	2	0	0.83	1.92
		Hearing Impairment	2	0.26%	—	—	—	—	—	—
		Specific Learning Disability	36	4.71%	26.83	2.75	3	0	0.67	1.58
		Other Health Impairment	146	19.11%	20.32	8.31	7	10	0.94	2.09
		Orthopedic Impairment	19	2.49%	16.32	9.68	1	2	0.95	2.11
		Speech or Language Impairment	21	2.75%	26.00	2.05	1	0	0.28	1.74
		Traumatic Brain Injury	7	0.92%	—	—	—	—	—	—
		Visual Impairment	0	0%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	3	0.39%	—	—	—	—	—	—
		Not Specified	0	0%	—	—	—	—	—	—
	4	Autism	196	23.96%	20.82	8.39	16	7	0.94	2.02
		Cognitive Disability	384	46.94%	21.98	7.20	23	12	0.92	2.01
		Deaf-Blind	0	0%	—	—	—	—	—	—
		Emotional Behavioral Disability	13	1.59%	25.00	3.67	2	0	0.74	1.87
		Hearing Impairment	1	0.12%	—	—	—	—	—	—
		Specific Learning Disability	40	4.89%	26.90	2.93	8	0	0.72	1.55
		Other Health Impairment	123	15.04%	21.07	8.92	10	6	0.95	1.94
		Orthopedic Impairment	23	2.81%	19.74	10.39	2	3	0.97	1.85
		Speech or Language Impairment	21	2.57%	27.67	2.94	6	0	0.80	1.33
		Traumatic Brain Injury	9	1.10%	—	—	—	—	—	—
		Visual Impairment	2	0.24%	—	—	—	—	—	—
		Significant Developmental Delay	1	0.12%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	1	0.12%	—	—	—	—	—	—
		Not Specified	4	0.49%	—	—	—	—	—	—

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Table 4
Descriptive Statistics by Disability—Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	5	Autism	238	27.84%	19.45	8.75	9	11	0.94	2.09
		Cognitive Disability	409	47.84%	21.96	7.56	25	14	0.93	1.97
		Deaf-Blind	0	0%	—	—	—	—	—	—
		Emotional Behavioral Disability	14	1.64%	25.93	4.27	2	0	0.83	1.74
		Hearing Impairment	3	0.35%	—	—	—	—	—	—
		Specific Learning Disability	30	3.51%	28.10	2.07	11	0	0.61	1.30
		Other Health Impairment	110	12.87%	21.11	9.79	10	10	0.97	1.82
		Orthopedic Impairment	22	2.57%	17.32	11.21	0	5	0.97	1.90
		Speech or Language Impairment	13	1.52%	25.69	3.50	0	0	0.75	1.74
		Traumatic Brain Injury	7	0.82%	—	—	—	—	—	—
		Visual Impairment	4	0.47%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	2	0.23%	—	—	—	—	—	—
		Not Specified	3	0.35%	—	—	—	—	—	—
	6	Autism	198	22.92%	19.21	8.41	9	8	0.94	2.14
		Cognitive Disability	451	52.20%	21.27	8.15	31	21	0.94	1.96
		Deaf-Blind	0	0%	—	—	—	—	—	—
		Emotional Behavioral Disability	13	1.51%	27.92	1.55	3	0	0.35	1.25
		Hearing Impairment	3	0.35%	—	—	—	—	—	—
		Specific Learning Disability	48	5.56%	28.60	1.75	20	0	0.59	1.12
		Other Health Impairment	109	12.62%	21.35	9.34	11	7	0.96	1.85
		Orthopedic Impairment	11	1.27%	11.73	9.20	1	3	0.94	2.22
		Speech or Language Impairment	9	1.04%	—	—	—	—	—	—
		Traumatic Brain Injury	11	1.27%	12.82	9.45	0	2	0.95	2.19
		Visual Impairment	2	0.23%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	5	0.58%	—	—	—	—	—	—
		Not Specified	4	0.46%	—	—	—	—	—	—

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Table 4
Descriptive Statistics by Disability—Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	7	Autism	189	21.80%	18.35	8.97	6	13	0.94	2.17
		Cognitive Disability	459	52.94%	20.91	8.26	16	21	0.94	2.09
		Deaf-Blind	1	0.12%	—	—	—	—	—	—
		Emotional Behavioral Disability	15	1.73%	27.27	3.61	2	0	0.78	1.71
		Hearing Impairment	7	0.81%	—	—	—	—	—	—
		Specific Learning Disability	42	4.84%	28.88	1.93	8	0	0.51	1.35
		Other Health Impairment	109	12.57%	23.08	7.55	12	2	0.93	2.02
		Orthopedic Impairment	19	2.19%	14.32	8.77	0	3	0.93	2.35
		Speech or Language Impairment	5	0.58%	—	—	—	—	—	—
		Traumatic Brain Injury	14	1.62%	23.50	10.23	1	2	0.97	1.64
		Visual Impairment	2	0.23%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	3	0.35%	—	—	—	—	—	—
		Not Specified	2	0.23%	—	—	—	—	—	—
	8	Autism	210	23.00%	19.32	8.19	14	9	0.93	2.13
		Cognitive Disability	503	55.09%	20.59	7.98	26	26	0.93	2.05
		Deaf-Blind	0	0%	—	—	—	—	—	—
		Emotional Behavioral Disability	21	2.30%	26.57	3.41	1	0	0.78	1.59
		Hearing Impairment	0	0%	—	—	—	—	—	—
		Specific Learning Disability	43	4.71%	28.19	1.97	12	0	0.63	1.19
		Other Health Impairment	92	10.08%	23.45	7.91	10	3	0.95	1.78
		Orthopedic Impairment	23	2.52%	18.57	10.93	3	4	0.97	1.86
		Speech or Language Impairment	3	0.33%	—	—	—	—	—	—
		Traumatic Brain Injury	7	0.77%	—	—	—	—	—	—
		Visual Impairment	4	0.44%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	3	0.33%	—	—	—	—	—	—
		Not Specified	4	0.44%	—	—	—	—	—	—

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Table 4
Descriptive Statistics by Disability—Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	10	Autism	136	17.78%	18.70	8.80	8	7	0.94	2.12
		Cognitive Disability	448	58.56%	21.11	8.03	13	20	0.94	2.01
		Deaf-Blind	1	0.13%	—	—	—	—	—	—
		Emotional Behavioral Disability	19	2.48%	26.26	4.62	3	0	0.89	1.54
		Hearing Impairment	2	0.26%	—	—	—	—	—	—
		Specific Learning Disability	32	4.18%	27.66	1.68	4	0	0.30	1.40
		Other Health Impairment	101	13.20%	23.16	8.08	6	6	0.95	1.75
		Orthopedic Impairment	12	1.57%	15.92	8.38	1	1	0.92	2.35
		Speech or Language Impairment	1	0.13%	—	—	—	—	—	—
		Traumatic Brain Injury	7	0.92%	—	—	—	—	—	—
		Visual Impairment	1	0.13%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	1	0.13%	—	—	—	—	—	—
		Not Specified	4	0.52%	—	—	—	—	—	—

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Table 5
Descriptive Statistics by Disability—Mathematics

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	3	Autism	167	21.92%	21.40	7.86	2	4	0.90	2.52
		Cognitive Disability	348	45.67%	22.74	8.36	5	13	0.92	2.36
		Deaf-Blind	0	0%	—	—	—	—	—	—
		Emotional Behavioral Disability	13	1.71%	26.08	6.06	3	0	0.87	2.17
		Hearing Impairment	2	0.26%	—	—	—	—	—	—
		Specific Learning Disability	36	4.72%	30.58	2.48	3	0	0.51	1.73
		Other Health Impairment	146	19.16%	22.26	9.72	4	11	0.94	2.31
		Orthopedic Impairment	19	2.49%	17.42	10.74	1	2	0.95	2.39
		Speech or Language Impairment	21	2.76%	28.90	3.59	0	0	0.70	1.96
		Traumatic Brain Injury	7	0.92%	—	—	—	—	—	—
		Visual Impairment	0	0%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	3	0.39%	—	—	—	—	—	—
		Not Specified	0	0%	—	—	—	—	—	—
	4	Autism	196	24.02%	20.43	8.87	2	7	0.92	2.45
		Cognitive Disability	384	47.06%	22.65	8.49	7	16	0.92	2.37
		Deaf-Blind	0	0%	—	—	—	—	—	—
		Emotional Behavioral Disability	13	1.59%	29.08	4.23	2	0	0.78	1.98
		Hearing Impairment	0	0%	—	—	—	—	—	—
		Specific Learning Disability	40	4.90%	29.80	3.37	4	0	0.70	1.85
		Other Health Impairment	123	15.07%	22.63	10.14	6	7	0.95	2.22
		Orthopedic Impairment	23	2.82%	19.83	11.02	0	2	0.96	2.30
		Speech or Language Impairment	21	2.57%	29.52	5.61	3	0	0.90	1.78
		Traumatic Brain Injury	8	0.98%	—	—	—	—	—	—
		Visual Impairment	2	0.25%	—	—	—	—	—	—
		Significant Developmental Delay	1	0.12%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	1	0.12%	—	—	—	—	—	—
		Not Specified	4	0.49%	—	—	—	—	—	—

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Table 5
Descriptive Statistics by Disability—Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	5	Autism	237	27.82%	20.07	9.42	5	14	0.93	2.41
		Cognitive Disability	408	47.89%	23.66	8.59	12	12	0.93	2.29
		Deaf-Blind	0	0%	—	—	—	—	—	—
		Emotional Behavioral Disability	14	1.64%	28.36	5.62	1	0	0.89	1.88
		Hearing Impairment	3	0.35%	—	—	—	—	—	—
		Specific Learning Disability	29	3.40%	31.76	1.92	5	0	0.49	1.38
		Other Health Impairment	110	12.91%	23.05	10.81	5	12	0.96	2.11
		Orthopedic Impairment	22	2.58%	19.86	11.79	0	4	0.97	2.19
		Speech or Language Impairment	13	1.53%	30.00	2.31	0	0	0.36	1.85
		Traumatic Brain Injury	7	0.82%	—	—	—	—	—	—
		Visual Impairment	4	0%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	2	0.24%	—	—	—	—	—	—
		Not Specified	3	0%	—	—	—	—	—	—
	6	Autism	196	22.76%	21.20	9.42	8	9	0.94	2.33
		Cognitive Disability	451	52.38%	22.80	9.13	15	22	0.94	2.21
		Deaf-Blind	0	0%	—	—	—	—	—	—
		Emotional Behavioral Disability	13	1.51%	30.62	2.06	1	0	0.29	1.74
		Hearing Impairment	3	0%	—	—	—	—	—	—
		Specific Learning Disability	48	5.58%	32.06	1.96	12	0	0.54	1.33
		Other Health Impairment	108	12.54%	23.72	10.58	10	9	0.96	2.04
		Orthopedic Impairment	11	1.28%	10.73	9.48	0	3	0.94	2.30
		Speech or Language Impairment	9	1.05%	26.4444	10.4536	1	0	0.9695	1.82549
		Traumatic Brain Injury	11	1.28%	13.09	10.11	0	2	0.95	2.26
		Visual Impairment	2	0.23%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	5	0.58%	—	—	—	—	—	—
		Not Specified	4	0.47%	—	—	—	—	—	—

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Table 5
Descriptive Statistics by Disability—Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	7	Autism	186	21.58%	18.56	9.31	0	10	0.93	2.43
		Cognitive Disability	457	53.02%	21.50	9.19	10	21	0.94	2.33
		Deaf-Blind	1	0.12%	—	—	—	—	—	—
		Emotional Behavioral Disability	15	1.74%	29.93	3.13	2	0	0.65	1.85
		Hearing Impairment	7	0.81%	—	—	—	—	—	—
		Specific Learning Disability	42	4.87%	31.29	2.09	6	0	0.50	1.48
		Other Health Impairment	109	12.65%	23.64	9.07	6	2	0.94	2.22
		Orthopedic Impairment	18	2.09%	14.67	9.77	0	3	0.94	2.36
		Speech or Language Impairment	5	0.58%	—	—	—	—	—	—
		Traumatic Brain Injury	15	1.74%	24.87	10.66	1.00	2.00	0.97	1.95
		Visual Impairment	2	0.23%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	3	0.35%	—	—	—	—	—	—
		Not Specified	2	0.23%	—	—	—	—	—	—
	8	Autism	209	22.94%	20.01	8.95	3	3	0.92	2.47
		Cognitive Disability	502	55.10%	21.00	9.17	6	27	0.93	2.37
		Deaf-Blind	0	0%	—	—	—	—	—	—
		Emotional Behavioral Disability	21	2.31%	29.81	2.89	1	0	0.61	1.81
		Hearing Impairment	0	0%	—	—	—	—	—	—
		Specific Learning Disability	43	4.72%	30.88	3.08	6	0	0.76	1.51
		Other Health Impairment	92	10.10%	24.54	8.99	2	3	0.94	2.13
		Orthopedic Impairment	23	2.53%	18.09	12.18	1	4	0.97	2.15
		Speech or Language Impairment	3	0.33%	—	—	—	—	—	—
		Traumatic Brain Injury	7	0.77%	—	—	—	—	—	—
		Visual Impairment	4	0.44%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	3	0.33%	—	—	—	—	—	—
		Not Specified	4	0.44%	—	—	—	—	—	—

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Table 5
Descriptive Statistics by Disability—Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	10	Autism	136	17.80%	17.93	9.04	3	7	0.93	2.48
		Cognitive Disability	447	58.51%	19.75	8.58	2	21	0.92	2.43
		Deaf-Blind	1	0.13%	—	—	—	—	—	—
		Emotional Behavioral Disability	19	2.49%	26.95	5.36	0	0	0.85	2.05
		Hearing Impairment	2	0.26%	—	—	—	—	—	—
		Specific Learning Disability	32	4.19%	29.31	3.87	1	0	0.78	1.80
		Other Health Impairment	101	13.22%	22.09	9.38	2	6	0.94	2.24
		Orthopedic Impairment	12	1.57%	12.83	8.43	0	1	0.92	2.43
		Speech or Language Impairment	1	0.13%	—	—	—	—	—	—
		Traumatic Brain Injury	7	0.92%	—	—	—	—	—	—
		Visual Impairment	1	0.13%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	1	0.13%	—	—	—	—	—	—
		Not Specified	4	0.52%	—	—	—	—	—	—

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Table 6
Descriptive Statistics by Disability—Science

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	4	Autism	195	23.96%	24.01	10.72	9	10	0.96	2.26
		Cognitive Disability	383	47.05%	28.36	9.58	31	13	0.96	1.96
		Deaf-Blind	0	0%	—	—	—	—	—	—
		Emotional Behavioral Disability	13	1.60%	35.23	1.17	1	0	-0.02	1.18
		Hearing Impairment	0	0%	—	—	—	—	—	—
		Specific Learning Disability	40	4.91%	35.75	1.77	19	0	0.66	1.04
		Other Health Impairment	123	15.11%	27.93	11.73	20	6	0.98	1.76
		Orthopedic Impairment	23	2.83%	23.65	12.77	2	3	0.97	2.05
		Speech or Language Impairment	21	2.58%	34.14	3.99	7	0	0.87	1.46
		Traumatic Brain Injury	8	0.98%	—	—	—	—	—	—
		Visual Impairment	2	0.25%	—	—	—	—	—	—
		Significant Developmental Delay	1	0.12%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	1	0.12%	—	—	—	—	—	—
		Not Specified	4	0.49%	—	—	—	—	—	—
	8	Autism	210	23.08%	27.67	9.94	12	3	0.95	2.30
		Cognitive Disability	502	55.17%	30.03	10.21	36	25	0.96	2.04
		Deaf-Blind	0	0%	—	—	—	—	—	—
		Emotional Behavioral Disability	21	2.31%	37.10	1.67	3	0	0.41	1.28
		Hearing Impairment	0	0%	—	—	—	—	—	—
		Specific Learning Disability	42	4.62%	37.57	2.36	17	0	0.77	1.12
		Other Health Impairment	91	10.00%	32.03	10.15	9	3	0.97	1.78
		Orthopedic Impairment	23	2.53%	25.65	14.78	2	4	0.98	1.91
		Speech or Language Impairment	3	0.33%	—	—	—	—	—	—
		Traumatic Brain Injury	7	0.77%	—	—	—	—	—	—
		Visual Impairment	4	0.44%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	3	0.33%	—	—	—	—	—	—
		Not Specified	4	0.44%	—	—	—	—	—	—

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Table 6
Descriptive Statistics by Disability—Science (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	10	Autism	136	17.85%	26.67	12.15	6	6	0.96	2.32
		Cognitive Disability	446	58.53%	30.85	10.20	41	19	0.96	2.09
		Deaf-Blind	1	0.13%	—	—	—	—	—	—
		Emotional Behavioral Disability	18	2.36%	36.61	2.89	3	0	0.80	1.30
		Hearing Impairment	2	0.26%	—	—	—	—	—	—
		Specific Learning Disability	32	4.20%	37.53	1.61	11	0	0.38	1.26
		Other Health Impairment	101	13.26%	31.93	10.98	13	7	0.97	1.79
		Orthopedic Impairment	12	1.58%	23.17	11.98	1	1	0.95	2.59
		Speech or Language Impairment	1	0.13%	—	—	—	—	—	—
		Traumatic Brain Injury	7	0.92%	—	—	—	—	—	—
		Visual Impairment	1	0.13%	—	—	—	—	—	—
		Significant Developmental Delay	0	0%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	1	0.13%	—	—	—	—	—	—
		Not Specified	4	0.53%	—	—	—	—	—	—

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Table 7
Descriptive Statistics by Accommodation—Reading

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	3	Used Translation	0	0%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0%	—	—	—	—	—	—
		Used Braille	1	0.13%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	16	2.09%	13.63	8.63	0	1	0.93	2.24
		Used Objects or Manipulatives	17	2.23%	13.71	7.15	0	1	0.88	2.47
		Used Another DPI-Approved Accommodation	129	16.89%	19.39	7.98	2	5	0.92	2.19
		No Accommodation Used	614	80.37%	21.47	7.40	22	22	0.92	2.09
	4	Used Translation	0	0%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0%	—	—	—	—	—	—
		Used Braille	0	0%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	26	3.18%	18.65	8.65	0	1	0.94	2.14
		Used Objects or Manipulatives	13	1.59%	14.08	10.10	0	2	0.96	2.06
		Used Another DPI-Approved Accommodation	132	16.14%	20.92	8.69	14	8	0.95	1.98
		No Accommodation Used	662	80.93%	22.18	7.61	54	21	0.93	1.95

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Table 7
Descriptive Statistics by Accommodation—Reading (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	5	Used Translation	0	0%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0%	—	—	—	—	—	—
		Used Braille	2	0.23%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	18	2.11%	13.17	9.27	0	3	0.94	2.24
		Used Objects or Manipulatives	10	1.17%	9.20	7.73	0	2	0.92	2.25
		Used Another DPI-Approved Accommodation	151	17.66%	20.23	9.13	12	10	0.95	1.97
		No Accommodation Used	685	80.12%	21.68	8.14	45	28	0.94	1.96
	6	Used Translation	0	0%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0%	—	—	—	—	—	—
		Used Braille	0	0%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	32	3.70%	12.69	6.73	0	4	0.86	2.49
		Used Objects or Manipulatives	17	1.97%	12.06	7.39	0	3	0.90	2.30
		Used Another DPI-Approved Accommodation	114	13.19%	19.79	9.58	8	9	0.96	1.95
		No Accommodation Used	719	83.22%	21.63	8.25	69	30	0.95	1.93

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Table 7
Descriptive Statistics by Accommodation—Reading (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	7	Used Translation	0	0%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0%	—	—	—	—	—	—
		Used Braille	0	0%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	21	2.42%	14.62	8.67	1	2	0.93	2.35
		Used Objects or Manipulatives	9	1.04%	—	—	—	—	—	—
		Used Another DPI-Approved Accommodation	124	14.30%	20.85	8.23	6	3	0.93	2.14
		No Accommodation Used	722	83.28%	21.23	8.49	38	36	0.94	2.06
	8	Used Translation	0	0%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0%	—	—	—	—	—	—
		Used Braille	2	0.22%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	14	1.53%	10.57	8.07	0	2	0.92	2.27
		Used Objects or Manipulatives	11	1.21%	10.18	7.29	0	2	0.91	2.25
		Used Another DPI-Approved Accommodation	117	12.82%	20.92	7.61	8	3	0.93	2.07
		No Accommodation Used	775	84.89%	21.30	8.09	58	37	0.94	1.98

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Table 7
Descriptive Statistics by Accommodation—Reading (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	10	Used Translation	0	0%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0%	—	—	—	—	—	—
		Used Braille	0	0%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	17	2.22%	12.53	9.46	1	3	0.94	2.25
		Used Objects or Manipulatives	10	1.31%	6.80	7.28	0	3	0.92	2.12
		Used Another DPI-Approved Accommodation	50	6.54%	20.34	8.63	3	3	0.95	2.02
		No Accommodation Used	695	90.85%	21.64	7.99	31	30	0.94	1.96

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 8
Descriptive Statistics by Accommodation—Mathematics

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	3	Used Translation	6	0.79%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	6	0.79%	—	—	—	—	—	—
		Used Braille	1	0.13%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	17	2.23%	17.53	7.07	0	0	0.85	2.70
		Used Objects or Manipulatives	55	7.22%	18.91	8.31	0	3	0.90	2.57
		Used Another DPI-Approved Accommodation	130	17.06%	21.31	9.00	3	5	0.93	2.46
		No Accommodation Used	585	76.77%	23.38	8.44	15	24	0.92	2.32
	4	Used Translation	7	0.86%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	4	0.49%	—	—	—	—	—	—
		Used Braille	0	0%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	28	3.43%	18.75	9.04	0	2	0.93	2.46
		Used Objects or Manipulatives	61	7.48%	21.64	8.64	4	2	0.92	2.44
		Used Another DPI-Approved Accommodation	134	16.42%	22.10	9.63	7	7	0.94	2.29
		No Accommodation Used	625	76.59%	22.91	8.86	15	25	0.93	2.34

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Table 8
Descriptive Statistics by Accommodation—Mathematics (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	5	Used Translation	6	0.70%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	7	0.82%	—	—	—	—	—	—
		Used Braille	2	0.24%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	26	3.05%	16.46	8.91	0	2	0.92	2.50
		Used Objects or Manipulatives	51	5.99%	19.27	9.37	0	3	0.93	2.52
		Used Another DPI-Approved Accommodation	153	17.96%	21.86	10.12	9	11	0.95	2.29
		No Accommodation Used	642	75.35%	23.38	9.18	20	29	0.94	2.25
	6	Used Translation	9	1.05%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	7	0.81%	—	—	—	—	—	—
		Used Braille	0	0%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	31	3.60%	13.84	7.40	0	4	0.88	2.55
		Used Objects or Manipulatives	40	4.65%	18.65	8.87	0	3	0.92	2.48
		Used Another DPI-Approved Accommodation	113	13.12%	21.81	10.45	4	11	0.96	2.17
		No Accommodation Used	696	80.84%	23.34	9.45	43	32	0.95	2.17

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Table 8
Descriptive Statistics by Accommodation—Mathematics (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	7	Used Translation	7	0.81%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	15	1.74%	15.07	9.00	0.00	1.00	0.92	2.48
		Used Braille	1	0.12%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	25	2.90%	14.48	7.44	0	2	0.87	2.67
		Used Objects or Manipulatives	42	4.87%	16.21	9.17	1	3	0.93	2.46
		Used Another DPI-Approved Accommodation	120	13.92%	21.22	8.98	3	3	0.93	2.39
		No Accommodation Used	682	79.12%	22.32	9.38	22	31	0.94	2.27
	8	Used Translation	3	0.33%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	3	0.33%	—	—	—	—	—	—
		Used Braille	1	0.11%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	16	1.76%	10.25	8.87	0	3	0.93	2.28
		Used Objects or Manipulatives	38	4.17%	15.21	9.81	0	3	0.94	2.42
		Used Another DPI-Approved Accommodation	120	13.17%	21.07	8.73	1	2	0.92	2.41
		No Accommodation Used	753	82.66%	22.17	9.27	18	33	0.94	2.31

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Table 8
Descriptive Statistics by Accommodation—Mathematics (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	10	Used Translation	6	0.79%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	7	0.92%	—	—	—	—	—	—
		Used Braille	0	0%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	18	2.36%	13.17	10.18	0	2	0.95	2.28
		Used Objects or Manipulatives	45	5.89%	14.40	9.17	0	7	0.93	2.42
		Used Another DPI-Approved Accommodation	47	6.15%	19.19	9.24	0	4	0.93	2.42
		No Accommodation Used	655	85.73%	20.79	8.75	8	26	0.93	2.38

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 9
Descriptive Statistics by Accommodation—Science

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	4	Used Translation	7	0.86%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	1	0.12%	—	—	—	—	—	—
		Used Braille	0	0%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	22	2.70%	20.18	11.31	0	1	0.96	2.37
		Used Objects or Manipulatives	11	1.35%	19.00	12.85	0	0	0.97	2.21
		Used Another DPI-Approved Accommodation	131	16.09%	26.98	11.16	21	9	0.97	1.95
		No Accommodation Used	658	80.84%	28.06	10.16	68	24	0.96	1.95
	8	Used Translation	3	0.33%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	3	0.33%	—	—	—	—	—	—
		Used Braille	1	0.11%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	14	1.54%	13.43	11.91	0	2	0.96	2.44
		Used Objects or Manipulatives	12	1.32%	16.25	11.46	0	1	0.95	2.59
		Used Another DPI-Approved Accommodation	123	13.52%	30.41	8.80	4	2	0.94	2.12
		No Accommodation Used	764	83.96%	30.37	10.21	78	32	0.96	2.01

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 9
Descriptive Statistics by Accommodation—Science (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	10	Used Translation	5	0.66%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	7	0.92%	—	—	—	—	—	—
		Used Braille	0	0%	—	—	—	—	—	—
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	16	2.10%	14.06	11.90	1	2	0.95	2.53
		Used Objects or Manipulatives	7	0.92%	—	—	—	—	—	—
		Used Another DPI-Approved Accommodation	46	6.04%	29.67	11.68	3	3	0.97	2.12
		No Accommodation Used	689	90.42%	31.06	10.29	72	29	0.96	2.04

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 10
Reading Test Design: Number of Items and Score Points per Standard per Grade
and Maximum Score Possible

Content	Grade	Code	Critical Concept Title	Total Number of Items	Number of Items	Number SR Items	Number 2 Point CR	Points	Max Score
Reading	3	A	Determines Meaning	28	7	7	0	7	30
		B	Understands Text		7	5	2	9	
		C	Analyzes Text		7	7	0	7	
		D	Evaluates/Extends Text		7	7	0	7	
	4	A	Determines Meaning	28	7	6	1	8	30
		B	Understands Text		7	6	1	8	
		C	Analyzes Text		7	7	0	7	
		D	Evaluates/Extends Text		7	7	0	7	
	5	A	Determines Meaning	28	7	6	1	8	30
		B	Understands Text		7	6	1	8	
		C	Analyzes Text		7	7	0	7	
		D	Evaluates/Extends Text		7	7	0	7	
	6	A	Determines Meaning	28	7	7	0	7	30
		B	Understands Text		7	5	2	9	
		C	Analyzes Text		7	7	0	7	
		D	Evaluates/Extends Text		7	7	0	7	
	7	A	Determines Meaning	28	10	9	1	11	31
		B/C	Understands Text/ Analyzes Text		10	10	0	10	
		D	Evaluates/Extends Text		8	6	2	10	
	8	A	Determines Meaning	28	11	10	1	12	30
		B/C	Understands Text/ Analyzes Text		9	9	0	9	
		D	Evaluates/Extends Text		8	7	1	9	
	10	A	Determines Meaning	28	10	9	1	11	30
		B/C	Understands Text/ Analyzes Text		10	10	0	10	
		D	Evaluates/Extends Text		8	7	1	9	

Table 11
Mathematics Test Design: Number of Items and Score Points per Standard per Grade and Maximum Score Possible

Content	Grade	Code	Critical Concept Title	Total Number of Items	Number of Items	Number SR Items	Number 2 Point CR	Points	Max Score
Mathematics	3	A/B	Number Operations and Relationships	31	7	5	2	9	34
		C	Geometry		6	6	0	6	
		D	Measurement		6	6	0	6	
		E	Statistics/Probability		6	5	1	7	
		F	Algebraic Relationships		6	6	0	6	
	4	A/B	Number Operations and Relationships	31	7	6	1	8	34
		C	Geometry		6	6	0	6	
		D	Measurement		6	6	0	6	
		E	Statistics/Probability		6	4	2	8	
		F	Algebraic Relationships		6	6	0	6	
	5	A/B	Number Operations and Relationships	31	7	7	0	7	34
		C	Geometry		6	5	1	7	
		D	Measurement		6	6	0	6	
		E	Statistics/Probability		6	4	2	8	
		F	Algebraic Relationships		6	6	0	6	
	6	A/B	Number Operations and Relationships	31	7	6	1	8	34
		C	Geometry		6	5	1	7	
		D	Measurement		6	6	0	6	
		E	Statistics/Probability		6	5	1	7	
		F	Algebraic Relationships		6	6	0	6	
	7	A/B	Number Operations and Relationships	31	7	5	2	9	34
		C	Geometry		6	6	0	6	
		D	Measurement		6	6	0	6	
		E	Statistics/Probability		6	5	1	7	
		F	Algebraic Relationships		6	6	0	6	
	8	A/B	Number Operations and Relationships	31	7	6	1	8	34
		C	Geometry		6	5	1	7	
		D	Measurement		6	6	0	6	
		E	Statistics/Probability		6	5	1	7	
		F	Algebraic Relationships		6	6	0	6	
	10	A/B	Number Operations and Relationships	31	6	5	1	7	34
		C	Geometry		6	6	0	6	
		D	Measurement		6	5	1	7	
		E	Statistics/Probability		6	6	0	6	
		F	Algebraic Relationships		7	6	1	8	

Table 12
Science Test Design: Number of Items and Score Points per Standard per Grade
and Maximum Score Possible

Content	Grade	Code	Critical Concept Title	Total Number of Items	Number of Items	Number SR Items	Number 2 Point CR	Number 3 Point CR	Points	Max Score
Science	4	A/B	Science Connections and the Nature of Science	36	6	6	0	0	6	37
		C	Science Inquiry		6	6	0	0	6	
		D	Physical Science		6	6	0	0	6	
		E	Earth and Space		6	6	0	0	6	
		F	Life and Environment		6	5	1	0	7	
		G/H	Science Applications and Science in Personal/Social Perspectives		6	6	0	0	6	
	8	A/B	Science Connections and the Nature of Science	36	6	5	1	0	7	39
		C	Science Inquiry		6	5	1	0	7	
		D	Physical Science		6	6	0	0	6	
		E	Earth and Space		6	5	1	0	7	
		F	Life and Environment		6	6	0	0	6	
		G/H	Science Applications and Science in Personal/Social Perspectives		6	6	0	0	6	
	10	A/B	Science Connections and the Nature of Science	36	6	5	1	0	7	39
		C	Science Inquiry		6	5	0	1	8	
		D	Physical Science		6	6	0	0	6	
		E	Earth and Space		6	6	0	0	6	
		F	Life and Environment		6	6	0	0	6	
		G/H	Science Applications and Science in Personal/Social Perspectives		6	6	0	0	6	

Table 13
Reading, Mathematics, and Science Test Design: Summary of Number of Items
and Score Points per Grade per Content and Maximum Score Points Possible

Content	Grade	Total Number of Items	Number of Items with a Maximum Score of:			Max Score
			1	2	3	
Reading	3	28	26	2	0	30
	4	28	26	2	0	30
	5	28	26	2	0	30
	6	28	26	2	0	30
	7	28	25	3	0	31
	8	28	26	2	0	30
	10	28	26	2	0	30
Mathematics	3	31	29	3	0	34
	4	31	29	3	0	34
	5	31	29	3	0	34
	6	31	29	3	0	34
	7	31	29	3	0	34
	8	31	29	3	0	34
	10	31	29	3	0	34
Science	4	36	35	1	0	37
	8	36	33	3	0	39
	10	36	34	1	1	39

Table 14
Scoring Rubric for SR, CR 3-Point Items, and CR 2-Point Items

Scoring Rubric for SR Item Types	
Total Score	Content Score
1	Correct
0	Incorrect or Other or No response
Scoring Rubric for 3-Point CR Item Types	
Total Score	Content Score
3	Correct
2	Mostly Correct
1	Mostly Incorrect
0	Incorrect or Other or No response
Scoring Rubric for 2-Point CR Item Types	
Total Score	Content Score
2	Correct
1	Partially Correct/Some Error
0	Incorrect or Other or No response

Table 15
Summary of Invalidations

						Invalidation Bubbles Available on Answer Document			
						Teacher Double Marked 5 of First 5 Bubbles		Parental Opt Out	
Content	Grade	Total Invalid		Invalid Answer Document		N	%	N	%
Reading	3	18	2.30%	13	1.66%	3	0.38%	8	1.02%
	4	14	1.68%	10	1.20%	1	0.12%	10	1.20%
	5	5	0.58%	5	0.58%	0	0%	3	0.35%
	6	19	2.15%	19	2.15%	0	0%	12	1.36%
	7	21	2.36%	18	2.03%	2	0.23%	9	1.01%
	8	16	1.72%	15	1.61%	1	0.11%	13	1.40%
	10	17	2.17%	15	1.92%	0	0%	10	1.28%
Mathematics	3	20	2.56%	15	1.92%	3	0.38%	8	1.02%
	4	16	1.92%	13	1.56%	1	0.12%	10	1.20%
	5	8	0.93%	8	0.93%	0	0%	3	0.35%
	6	22	2.49%	22	2.49%	0	0%	12	1.36%
	7	26	2.93%	25	2.82%	0	0%	9	1.01%
	8	18	1.94%	17	1.83%	1	0.11%	13	1.40%
	10	18	2.30%	17	2.17%	0	0%	10	1.28%
Science	4	18	2.16%	15	1.80%	1	0.12%	10	1.20%
	8	19	2.05%	18	1.94%	1	0.11%	13	1.40%
	10	20	2.56%	19	2.43%	0	0%	10	1.28%

Table 16
Frequency Distributions of CR Items—Reading

Content	Grade	Item Number	% of Students Obtaining Score Level		
			0	1	2
Reading	3	4	13.33%	7.84%	78.82%
		25	32.81%	23.27%	43.92%
	4	4	14.18%	8.80%	77.02%
		26	23.59%	30.44%	45.97%
	5	15	19.44%	25.64%	54.92%
		21	14.05%	23.07%	62.88%
	6	17	13.06%	14.68%	72.25%
		19	13.99%	16.07%	69.94%
	7	2	27.80%	30.22%	41.98%
		10	12.57%	21.11%	66.32%
		28	15.34%	35.87%	48.79%
	8	2	24.67%	31.88%	43.45%
		10	10.37%	17.36%	72.27%
	10	15	12.90%	20.40%	66.71%
		28	15.00%	17.90%	67.11%

Table 17
Frequency Distributions of CR Items—Mathematics

Content	Grade	Item Number	% of Students Obtaining Score Level		
			0	1	2
Mathematics	3	11	30.54%	30.80%	38.66%
		22	20.58%	17.43%	61.99%
		29	39.58%	11.80%	48.62%
	4	11	28.92%	25.74%	45.34%
		25	18.26%	29.41%	52.33%
		27	46.69%	3.06%	50.25%
	5	14	19.62%	24.21%	56.17%
		20	32.79%	10.93%	56.29%
		25	20.33%	12.22%	67.45%
	6	18	18.21%	27.84%	53.94%
		22	49.65%	15.55%	34.80%
		30	15.55%	35.04%	49.42%
	7	15	46.64%	14.73%	38.63%
		25	20.53%	30.74%	48.72%
		29	18.33%	6.50%	75.17%
	8	18	26.81%	15.10%	58.10%
		25	18.82%	36.11%	45.08%
		30	24.07%	19.80%	56.13%
	10	4	15.81%	33.07%	51.12%
		10	38.87%	16.73%	44.40%
		24	38.08%	40.18%	21.74%

Table 18
Frequency Distributions of CR Items—Science

Content	Grade	Item Number	% of Students Obtaining Score Level			
			0	1	2	3
Science	4	17	21.13%	27.03%	51.84%	–
		7	10.95%	6.02%	83.02%	–
	8	14	26.07%	30.89%	43.05%	–
		17	10.08%	21.69%	68.24%	–
	10	11	10.70%	5.95%	83.36%	–
		13	20.61%	15.06%	14.00%	50.33%

*3 Points only possible for Science Grade 10, Item 13

Table 19
Item Level Statistics—Reading

Grade 3					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.88	0.62	4	1	1	0.89	0.63
	2	1	0.88	0.63		2	1	0.89	0.70
	3	1	0.74	0.57		3	1	0.75	0.60
	4	2	0.83	0.73		4	2	0.82	0.73
	5	1	0.49	0.53	—	—	—	—	—
	6	1	0.75	0.62	4	6	1	0.74	0.69
	7	1	0.76	0.67		7	1	0.75	0.72
	8	1	0.71	0.63		8	1	0.72	0.70
	9	1	0.86	0.65		9	1	0.85	0.65
	10	1	0.55	0.24		24	1	0.68	0.47
	11	1	0.73	0.58		25	1	0.78	0.63
	12	1	0.65	0.58	—	—	—	—	—
	13	1	0.77	0.58	—	—	—	—	—
	14	1	0.56	0.50	—	—	—	—	—
	15	1	0.57	0.51	—	—	—	—	—
	16	1	0.54	0.52	—	—	—	—	—
	17	1	0.64	0.51	—	—	—	—	—
	18	1	0.66	0.50	—	—	—	—	—
	19	1	0.76	0.73	—	—	—	—	—
	20	1	0.87	0.68	—	—	—	—	—
	21	1	0.72	0.64	—	—	—	—	—
	22	1	0.71	0.55	—	—	—	—	—
	23	1	0.68	0.65	—	—	—	—	—
	24	1	0.91	0.64	—	—	—	—	—
	25	2	0.56	0.60	—	—	—	—	—
	26	1	0.69	0.47	—	—	—	—	—
	27	1	0.54	0.48	—	—	—	—	—
	28	1	0.72	0.52	—	—	—	—	—

Table 19
Item Level Statistics—Reading (continued)

Grade 4					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.89	0.63	3	1	1	0.88	0.62
	2	1	0.89	0.70		2	1	0.88	0.63
	3	1	0.75	0.60		3	1	0.74	0.57
	4	2	0.82	0.73		4	2	0.83	0.73
	5	1	0.65	0.51	—	—	—	—	—
	6	1	0.74	0.69	3	6	1	0.75	0.62
	7	1	0.75	0.72		7	1	0.76	0.67
	8	1	0.72	0.70		8	1	0.71	0.63
	9	1	0.85	0.65		9	1	0.86	0.65
	10	1	0.74	0.70	—	—	—	—	—
	11	1	0.87	0.70	—	—	—	—	—
	12	1	0.61	0.56	—	—	—	—	—
	13	1	0.87	0.68	—	—	—	—	—
	14	1	0.76	0.55	—	—	—	—	—
	15	1	0.54	0.58	—	—	—	—	—
	16	1	0.86	0.75	—	—	—	—	—
	17	1	0.50	0.44	—	—	—	—	—
	18	1	0.71	0.63	5	14	1	0.73	0.67
	19	1	0.75	0.52	—	—	—	—	—
	20	1	0.85	0.74	5	16	1	0.85	0.72
	21	1	0.63	0.66	—	—	—	—	—
	22	1	0.47	0.50	—	—	—	—	—
	23	1	0.68	0.68	—	—	—	—	—
	24	1	0.68	0.47	3	10	1	0.55	0.24
	25	1	0.78	0.63		11	1	0.73	0.58
	26	2	0.62	0.62	5	15	2	0.69	0.65
	27	1	0.64	0.59		17	1	0.69	0.63
	28	1	0.84	0.71	—	—	—	—	—

Table 19
Item Level Statistics—Reading (continued)

Grade 5					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.62	0.45	6	1	1	0.64	0.56
	2	1	0.72	0.52		3	1	0.77	0.63
	3	1	0.79	0.74		4	1	0.80	0.75
	4	1	0.81	0.73		5	1	0.83	0.71
	5	1	0.49	0.38		6	1	0.53	0.51
	6	1	0.70	0.65		7	1	0.71	0.67
	7	1	0.46	0.50		8	1	0.55	0.62
	8	1	0.85	0.71		—	—	—	—
	9	1	0.75	0.66	6	9	1	0.74	0.71
	10	1	0.68	0.64		10	1	0.67	0.65
	11	1	0.75	0.70	6	—	—	—	—
	12	1	0.58	0.62		12	1	0.62	0.64
	13	1	0.58	0.51		13	1	0.62	0.61
	14	1	0.73	0.67	4	18	1	0.71	0.63
	15	2	0.69	0.65		26	2	0.62	0.62
	16	1	0.85	0.72		20	1	0.85	0.74
	17	1	0.69	0.63		27	1	0.64	0.59
	18	1	0.88	0.68	—	—	—	—	—
	19	1	0.71	0.75		—	—	—	—
	20	1	0.80	0.75		—	—	—	—
	21	2	0.75	0.80		—	—	—	—
	22	1	0.69	0.64		—	—	—	—
	23	1	0.75	0.69		—	—	—	—
	24	1	0.62	0.59		—	—	—	—
	25	1	0.78	0.65		—	—	—	—
	26	1	0.83	0.58		—	—	—	—
	27	1	0.77	0.72		—	—	—	—
	28	1	0.72	0.49		—	—	—	—

Table 19
Item Level Statistics—Reading (continued)

Grade 6					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.64	0.56	5	1	1	0.62	0.45
	2	1	0.76	0.70	—	—	—	—	—
	3	1	0.77	0.63	5	2	1	0.72	0.52
	4	1	0.80	0.75		3	1	0.79	0.74
	5	1	0.83	0.71		4	1	0.81	0.73
	6	1	0.53	0.51		5	1	0.49	0.38
	7	1	0.71	0.67		6	1	0.70	0.65
	8	1	0.55	0.62		7	1	0.46	0.50
	9	1	0.74	0.71		9	1	0.75	0.66
	10	1	0.67	0.65		10	1	0.68	0.64
	11	1	0.89	0.61	—	—	—	—	—
	12	1	0.62	0.64	5	12	1	0.58	0.62
	13	1	0.62	0.61		13	1	0.58	0.51
	14	1	0.77	0.75	—	—	—	—	—
	15	1	0.67	0.45	—	—	—	—	—
	16	1	0.62	0.61	—	—	—	—	—
	17	2	0.81	0.78	—	—	—	—	—
	18	1	0.60	0.57	—	—	—	—	—
	19	2	0.79	0.76	—	—	—	—	—
	20	1	0.66	0.57	7	14	1	0.69	0.56
	21	1	0.59	0.62		15	1	0.65	0.67
	22	1	0.43	0.53		16	1	0.49	0.59
	23	1	0.79	0.75	—	—	—	—	—
	24	1	0.76	0.71	—	—	—	—	—
	25	1	0.77	0.69	7	13	1	0.81	0.68
	26	1	0.64	0.45	—	—	—	—	—
	27	1	0.82	0.68	—	—	—	—	—
	28	1	0.85	0.68	—	—	—	—	—

Table 19
Item Level Statistics—Reading (continued)

Grade 7					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.37	0.42	8	1	1	0.38	0.43
	2	2	0.57	0.54		2	2	0.60	0.56
	3	1	0.54	0.57	—	—	—	—	—
	4	1	0.75	0.59	8	4	1	0.79	0.61
	5	1	0.72	0.55	—	—	—	—	—
	6	1	0.80	0.58	8	6	1	0.80	0.65
	7	1	0.56	0.58		7	1	0.58	0.61
	8	1	0.68	0.62		8	1	0.69	0.64
	9	1	0.88	0.61	—	—	—	—	—
	10	2	0.77	0.75	8	10	2	0.82	0.72
	11	1	0.72	0.60		11	1	0.74	0.67
	12	1	0.79	0.73		12	1	0.83	0.72
	13	1	0.81	0.68	6	25	1	0.77	0.69
	14	1	0.69	0.56		20	1	0.66	0.57
	15	1	0.65	0.67		21	1	0.59	0.62
	16	1	0.49	0.59		22	1	0.43	0.53
	17	1	0.63	0.62	—	—	—	—	—
	18	1	0.65	0.64	8	9	1	0.68	0.66
	19	1	0.48	0.57	—	—	—	—	—
	20	1	0.61	0.71	—	—	—	—	—
	21	1	0.89	0.64	—	—	—	—	—
	22	1	0.74	0.75	—	—	—	—	—
	23	1	0.73	0.57	—	—	—	—	—
	24	1	0.75	0.70	—	—	—	—	—
	25	1	0.79	0.66	—	—	—	—	—
	26	1	0.59	0.58	—	—	—	—	—
	27	1	0.85	0.68	—	—	—	—	—
	28	2	0.68	0.74	—	—	—	—	—

Table 19
Item Level Statistics—Reading (continued)

Grade 8					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.38	0.43	7	1	1	0.37	0.42
	2	2	0.60	0.56		2	2	0.57	0.54
	3	1	0.55	0.60	—	—	—	—	—
	4	1	0.79	0.61	7	4	1	0.75	0.59
	5	1	0.71	0.60	—	—	—	—	—
	6	1	0.80	0.65	7	6	1	0.80	0.58
	7	1	0.58	0.61		7	1	0.56	0.58
	8	1	0.69	0.64		8	1	0.68	0.62
	9	1	0.68	0.66		18	1	0.65	0.64
	10	2	0.82	0.72		10	2	0.77	0.75
	11	1	0.74	0.67		11	1	0.72	0.60
	12	1	0.83	0.72		12	1	0.79	0.73
	13	1	0.81	0.62	—	—	—	—	—
	14	1	0.74	0.60	—	—	—	—	—
	15	1	0.78	0.73	—	—	—	—	—
	16	1	0.61	0.55	—	—	—	—	—
	17	1	0.75	0.74	—	—	—	—	—
	18	1	0.54	0.60	10	11	1	0.61	0.66
	19	1	0.69	0.67		2	1	0.71	0.72
	20	1	0.73	0.71	—	—	—	—	—
	21	1	0.74	0.65	10	1	1	0.72	0.65
	22	1	0.61	0.60	—	—	—	—	—
	23	1	0.64	0.48	—	—	—	—	—
	24	1	0.73	0.51	—	—	—	—	—
	25	1	0.76	0.61	—	—	—	—	—
	26	1	0.80	0.61	—	—	—	—	—
	27	1	0.91	0.63	—	—	—	—	—
	28	1	0.79	0.56	—	—	—	—	—

Table 19
Item Level Statistics—Reading (continued)

Grade 10					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.72	0.65	8	21	1	0.74	0.65
	2	1	0.71	0.72		19	1	0.69	0.67
	3	1	0.72	0.66	—	—	—	—	—
	4	1	0.79	0.77	—	—	—	—	—
	5	1	0.50	0.27	—	—	—	—	—
	6	1	0.66	0.68	—	—	—	—	—
	7	1	0.83	0.66	—	—	—	—	—
	8	1	0.51	0.30	—	—	—	—	—
	9	1	0.57	0.58	—	—	—	—	—
	10	1	0.85	0.62	—	—	—	—	—
	11	1	0.61	0.66	8	18	1	0.54	0.60
	12	1	0.77	0.75	—	—	—	—	—
	13	1	0.78	0.69	—	—	—	—	—
	14	1	0.86	0.71	—	—	—	—	—
	15	2	0.78	0.77	—	—	—	—	—
	16	1	0.69	0.44	—	—	—	—	—
	17	1	0.55	0.57	—	—	—	—	—
	18	1	0.76	0.75	—	—	—	—	—
	19	1	0.83	0.63	—	—	—	—	—
	20	1	0.92	0.65	—	—	—	—	—
	21	1	0.64	0.60	—	—	—	—	—
	22	1	0.70	0.48	—	—	—	—	—
	23	1	0.67	0.57	—	—	—	—	—
	24	1	0.76	0.70	—	—	—	—	—
	25	1	0.87	0.69	—	—	—	—	—
	26	1	0.65	0.56	—	—	—	—	—
	27	1	0.54	0.50	—	—	—	—	—
	28	2	0.77	0.80	—	—	—	—	—

Table 20
Item Level Statistics—Mathematics

Grade 3					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.80	0.56	4	1	1	0.82	0.57
	2	1	0.59	0.50		2	1	0.59	0.56
	3	1	0.72	0.63		3	1	0.72	0.68
	4	1	0.51	0.39		4	1	0.52	0.43
	5	1	0.87	0.63		5	1	0.87	0.61
	6	1	0.76	0.53		6	1	0.76	0.62
	7	1	0.53	0.38		7	1	0.55	0.45
	8	1	0.85	0.64		8	1	0.84	0.63
	9	1	0.77	0.50		9	1	0.78	0.49
	10	1	0.75	0.64		10	1	0.76	0.70
	11	2	0.55	0.62		11	2	0.58	0.68
	12	1	0.59	0.52		12	1	0.65	0.56
	13	1	0.75	0.65		13	1	0.73	0.68
	14	1	0.74	0.64	—	—	—	—	—
	15	1	0.88	0.58	—	—	—	—	—
	16	1	0.85	0.65	—	—	—	—	—
	17	1	0.73	0.66	—	—	—	—	—
	18	1	0.50	0.41	—	—	—	—	—
	19	1	0.70	0.40	—	—	—	—	—
	20	1	0.66	0.57	—	—	—	—	—
	21	1	0.67	0.54	—	—	—	—	—
	22	2	0.71	0.79	—	—	—	—	—
	23	1	0.65	0.58	—	—	—	—	—
	24	1	0.44	0.39	—	—	—	—	—
	25	1	0.61	0.57	—	—	—	—	—
	26	1	0.79	0.64	—	—	—	—	—
	27	1	0.86	0.65	—	—	—	—	—
	28	1	0.62	0.54	—	—	—	—	—
	29	2	0.55	0.69	—	—	—	—	—
	30	1	0.73	0.52	—	—	—	—	—
	31	1	0.41	0.33	—	—	—	—	—

Table 20
Item Level Statistics—Mathematics (continued)

Grade 4					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.82	0.57	3	1	1	0.80	0.56
	2	1	0.59	0.56		2	1	0.59	0.50
	3	1	0.72	0.68		3	1	0.72	0.63
	4	1	0.52	0.43		4	1	0.51	0.39
	5	1	0.87	0.61		5	1	0.87	0.63
	6	1	0.76	0.62		6	1	0.76	0.53
	7	1	0.55	0.45		7	1	0.53	0.38
	8	1	0.84	0.63		8	1	0.85	0.64
	9	1	0.78	0.49		9	1	0.77	0.50
	10	1	0.76	0.70		10	1	0.75	0.64
	11	2	0.58	0.68		11	2	0.55	0.62
	12	1	0.65	0.56		12	1	0.59	0.52
	13	1	0.73	0.68		13	1	0.75	0.65
	14	1	0.68	0.63	—	—	—	—	—
	15	1	0.66	0.59	—	—	—	—	—
	16	1	0.80	0.69	—	—	—	—	—
	17	1	0.87	0.66	—	—	—	—	—
	18	1	0.66	0.64	—	—	—	—	—
	19	1	0.42	0.41	—	—	—	—	—
	20	1	0.63	0.30	—	—	—	—	—
	21	1	0.77	0.61	—	—	—	—	—
	22	1	0.74	0.66	—	—	—	—	—
	23	1	0.72	0.62	5	18	1	0.75	0.61
	24	1	0.45	0.49		19	1	0.53	0.56
	25	2	0.68	0.75	—	—	—	—	—
	26	1	0.51	0.41	—	—	—	—	—
	27	2	0.52	0.70	—	—	—	—	—
	28	1	0.67	0.62	—	—	—	—	—
	29	1	0.80	0.66	—	—	—	—	—
	30	1	0.68	0.55	—	—	—	—	—
	31	1	0.48	0.50	—	—	—	—	—

Table 20
Item Level Statistics—Mathematics (continued)

Grade 5					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.87	0.61	6	1	1	0.87	0.64
	2	1	0.70	0.65		2	1	0.73	0.69
	3	1	0.89	0.66		3	1	0.89	0.68
	4	1	0.51	0.60		4	1	0.57	0.67
	5	1	0.81	0.55		5	1	0.80	0.60
	6	1	0.70	0.67		6	1	0.73	0.68
	7	1	0.78	0.59		7	1	0.79	0.60
	8	1	0.55	0.57		8	1	0.60	0.61
	9	1	0.50	0.51		9	1	0.55	0.59
	10	1	0.53	0.37		10	1	0.56	0.45
	11	1	0.54	0.34		11	1	0.57	0.32
	12	1	0.75	0.69		12	1	0.77	0.72
	13	1	0.77	0.70		13	1	0.80	0.71
	14	2	0.69	0.77	—	—	—	—	—
	15	1	0.58	0.50	—	—	—	—	—
	16	1	0.67	0.45	—	—	—	—	—
	17	1	0.49	0.48	—	—	—	—	—
	18	1	0.75	0.61	4	23	1	0.72	0.62
	19	1	0.53	0.56		24	1	0.45	0.49
	20	2	0.63	0.76	—	—	—	—	—
	21	1	0.75	0.72	—	—	—	—	—
	22	1	0.74	0.64	—	—	—	—	—
	23	1	0.60	0.56	—	—	—	—	—
	24	1	0.70	0.62	—	—	—	—	—
	25	2	0.75	0.69	—	—	—	—	—
	26	1	0.48	0.58	—	—	—	—	—
	27	1	0.78	0.69	—	—	—	—	—
	28	1	0.76	0.65	—	—	—	—	—
	29	1	0.81	0.69	—	—	—	—	—
	30	1	0.83	0.68	—	—	—	—	—
	31	1	0.64	0.53	—	—	—	—	—

Table 20
Item Level Statistics—Mathematics (continued)

Grade 6					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.87	0.64	5	1	1	0.87	0.61
	2	1	0.73	0.69		2	1	0.70	0.65
	3	1	0.89	0.68		3	1	0.89	0.66
	4	1	0.57	0.67		4	1	0.51	0.60
	5	1	0.80	0.60		5	1	0.81	0.55
	6	1	0.73	0.68		6	1	0.70	0.67
	7	1	0.79	0.60		7	1	0.78	0.59
	8	1	0.60	0.61		8	1	0.55	0.57
	9	1	0.55	0.59		9	1	0.50	0.51
	10	1	0.56	0.45		10	1	0.53	0.37
	11	1	0.57	0.32		11	1	0.54	0.34
	12	1	0.77	0.72		12	1	0.75	0.69
	13	1	0.80	0.71		13	1	0.77	0.70
	14	1	0.61	0.57	—	—	—	—	—
	15	1	0.64	0.64	—	—	—	—	—
	16	1	0.81	0.68	—	—	—	—	—
	17	1	0.55	0.64	—	—	—	—	—
	18	2	0.69	0.73	—	—	—	—	—
	19	1	0.55	0.60	—	—	—	—	—
	20	1	0.81	0.68	—	—	—	—	—
	21	1	0.78	0.60	—	—	—	—	—
	22	2	0.43	0.65	7	15	2	0.46	0.68
	23	1	0.78	0.68	—	—	—	—	—
	24	1	0.66	0.63	7	18	1	0.67	0.67
	25	1	0.84	0.68	—	—	—	—	—
	26	1	0.71	0.66	—	—	—	—	—
	27	1	0.55	0.65	—	—	—	—	—
	28	1	0.67	0.70	—	—	—	—	—
	29	1	0.72	0.65	—	—	—	—	—
	30	2	0.68	0.71	—	—	—	—	—
	31	1	0.66	0.57	—	—	—	—	—

Table 20
Item Level Statistics—Mathematics (continued)

Grade 7					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.56	0.58	8	1	1	0.57	0.63
	2	1	0.65	0.47		2	1	0.66	0.53
	3	1	0.63	0.63		3	1	0.65	0.68
	4	1	0.70	0.62		4	1	0.72	0.63
	5	1	0.67	0.64		5	1	0.68	0.69
	6	1	0.77	0.71		6	1	0.79	0.66
	7	1	0.63	0.70		7	1	0.68	0.70
	8	1	0.76	0.65		8	1	0.79	0.68
	9	1	0.47	0.45		9	1	0.51	0.49
	10	1	0.63	0.73		10	1	0.66	0.73
	11	1	0.56	0.55		11	1	0.57	0.58
	12	1	0.83	0.67		12	1	0.83	0.67
	13	1	0.80	0.71		13	1	0.80	0.70
	14	1	0.80	0.56	—	—	—	—	—
	15	2	0.46	0.68	6	22	2	0.43	0.65
	16	1	0.44	0.51	—	—	—	—	—
	17	1	0.84	0.64	—	—	—	—	—
	18	1	0.67	0.67	6	24	1	0.66	0.63
	19	1	0.27	0.33	—	—	—	—	—
	20	1	0.81	0.68	—	—	—	—	—
	21	1	0.47	0.32	—	—	—	—	—
	22	1	0.52	0.38	—	—	—	—	—
	23	1	0.63	0.66	—	—	—	—	—
	24	1	0.51	0.61	—	—	—	—	—
	25	2	0.65	0.69	—	—	—	—	—
	26	1	0.60	0.61	—	—	—	—	—
	27	1	0.77	0.55	—	—	—	—	—
	28	1	0.71	0.72	—	—	—	—	—
	29	2	0.79	0.77	—	—	—	—	—
	30	1	0.53	0.60	—	—	—	—	—
	31	1	0.80	0.66	—	—	—	—	—

Table 20
Item Level Statistics—Mathematics (continued)

Grade 8					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.57	0.63	7	1	1	0.56	0.58
	2	1	0.66	0.53		2	1	0.65	0.47
	3	1	0.65	0.68		3	1	0.63	0.63
	4	1	0.72	0.63		4	1	0.70	0.62
	5	1	0.68	0.69		5	1	0.67	0.64
	6	1	0.79	0.66		6	1	0.77	0.71
	7	1	0.68	0.70		7	1	0.63	0.70
	8	1	0.79	0.68		8	1	0.76	0.65
	9	1	0.51	0.49		9	1	0.47	0.45
	10	1	0.66	0.73		10	1	0.63	0.73
	11	1	0.57	0.58		11	1	0.56	0.55
	12	1	0.83	0.67		12	1	0.83	0.67
	13	1	0.80	0.70		13	1	0.80	0.71
	14	1	0.88	0.60	—	—	—	—	—
	15	1	0.33	0.19	—	—	—	—	—
	16	1	0.48	0.47	—	—	—	—	—
	17	1	0.70	0.64	—	—	—	—	—
	18	2	0.66	0.80	—	—	—	—	—
	19	1	0.62	0.50	—	—	—	—	—
	20	1	0.56	0.60	—	—	—	—	—
	21	1	0.69	0.51	10	1	1	0.72	0.53
	22	1	0.53	0.59		3	1	0.57	0.62
	23	1	0.40	0.27	—	—	—	—	—
	24	1	0.78	0.63	—	—	—	—	—
	25	2	0.64	0.65	10	4	2	0.68	0.72
	26	1	0.59	0.32	—	—	—	—	—
	27	1	0.66	0.60	—	—	—	—	—
	28	1	0.61	0.63	—	—	—	—	—
	29	1	0.67	0.47	—	—	—	—	—
	30	2	0.67	0.78	—	—	—	—	—
	31	1	0.53	0.57	—	—	—	—	—

Table 20
Item Level Statistics—Mathematics (continued)

Grade10					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.72	0.53	8	21	1	0.69	0.51
	2	1	0.78	0.64	—	—	—	—	—
	3	1	0.57	0.62	8	22	1	0.53	0.59
	4	2	0.68	0.72		25	2	0.64	0.65
	5	1	0.61	0.63	—	—	—	—	—
	6	1	0.66	0.62	—	—	—	—	—
	7	1	0.48	0.45	—	—	—	—	—
	8	1	0.68	0.61	—	—	—	—	—
	9	1	0.75	0.61	—	—	—	—	—
	10	2	0.54	0.71	—	—	—	—	—
	11	1	0.83	0.65	—	—	—	—	—
	12	1	0.36	0.35	—	—	—	—	—
	13	1	0.68	0.61	—	—	—	—	—
	14	1	0.50	0.60	—	—	—	—	—
	15	1	0.74	0.67	—	—	—	—	—
	16	1	0.40	0.51	—	—	—	—	—
	17	1	0.36	0.27	—	—	—	—	—
	18	1	0.59	0.57	—	—	—	—	—
	19	1	0.63	0.65	—	—	—	—	—
	20	1	0.65	0.66	—	—	—	—	—
	21	1	0.59	0.61	—	—	—	—	—
	22	1	0.52	0.35	—	—	—	—	—
	23	1	0.81	0.63	—	—	—	—	—
	24	2	0.43	0.56	—	—	—	—	—
	25	1	0.63	0.53	—	—	—	—	—
	26	1	0.82	0.63	—	—	—	—	—
	27	1	0.74	0.61	—	—	—	—	—
	28	1	0.52	0.47	—	—	—	—	—
	29	1	0.37	0.36	—	—	—	—	—
	30	1	0.76	0.65	—	—	—	—	—
	31	1	0.52	0.38	—	—	—	—	—

Table 21
Item Level Statistics—Science

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Science	4	1	1	0.83	0.69
		2	1	0.81	0.74
		3	1	0.84	0.76
		4	1	0.76	0.59
		5	1	0.65	0.65
		6	1	0.60	0.60
		7	1	0.84	0.72
		8	1	0.51	0.46
		9	1	0.86	0.71
		10	1	0.74	0.74
		11	1	0.48	0.36
		12	1	0.80	0.78
		13	1	0.82	0.77
		14	1	0.87	0.74
		15	1	0.77	0.64
		16	1	0.81	0.75
		17	2	0.66	0.69
		18	1	0.81	0.70
		19	1	0.82	0.69
		20	1	0.75	0.69
		21	1	0.75	0.74
		22	1	0.77	0.65
		23	1	0.84	0.70
		24	1	0.84	0.70
		25	1	0.83	0.72
		26	1	0.72	0.72
		27	1	0.65	0.66
		28	1	0.81	0.79
		29	1	0.79	0.69
		30	1	0.83	0.74
		31	1	0.84	0.72
		32	1	0.45	0.43
		33	1	0.83	0.75
		34	1	0.69	0.70
		35	1	0.75	0.66
		36	1	0.73	0.66

Table 21
Item Level Statistics—Science (continued)

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Science	8	1	1	0.83	0.72
		2	1	0.75	0.70
		3	1	0.64	0.57
		4	1	0.87	0.74
		5	1	0.72	0.69
		6	1	0.69	0.47
		7	2	0.87	0.78
		8	1	0.75	0.59
		9	1	0.77	0.69
		10	1	0.79	0.72
		11	1	0.69	0.60
		12	1	0.84	0.73
		13	1	0.88	0.68
		14	2	0.59	0.65
		15	1	0.90	0.70
		16	1	0.82	0.69
		17	2	0.80	0.69
		18	1	0.71	0.62
		19	1	0.90	0.68
		20	1	0.79	0.68
		21	1	0.89	0.63
		22	1	0.71	0.68
		23	1	0.58	0.43
		24	1	0.75	0.71
		25	1	0.60	0.55
		26	1	0.85	0.63
		27	1	0.86	0.73
		28	1	0.77	0.62
		29	1	0.77	0.75
		30	1	0.84	0.78
		31	1	0.87	0.73
		32	1	0.78	0.70
		33	1	0.51	0.40
		34	1	0.89	0.66
		35	1	0.87	0.63
		36	1	0.88	0.72

Table 21
Item Level Statistics—Science (continued)

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Science	10	1	1	0.78	0.67
		2	1	0.86	0.79
		3	1	0.85	0.67
		4	1	0.78	0.73
		5	1	0.82	0.64
		6	1	0.90	0.71
		7	1	0.70	0.64
		8	1	0.81	0.68
		9	1	0.78	0.64
		10	1	0.84	0.71
		11	2	0.87	0.81
		12	1	0.89	0.73
		13	3	0.66	0.69
		14	1	0.52	0.19
		15	1	0.86	0.71
		16	1	0.69	0.50
		17	1	0.84	0.77
		18	1	0.85	0.68
		19	1	0.78	0.68
		20	1	0.81	0.78
		21	1	0.73	0.57
		22	1	0.79	0.72
		23	1	0.86	0.77
		24	1	0.82	0.78
		25	1	0.85	0.79
		26	1	0.85	0.80
		27	1	0.88	0.71
		28	1	0.85	0.78
		29	1	0.71	0.63
		30	1	0.70	0.58
		31	1	0.76	0.56
		32	1	0.79	0.72
		33	1	0.80	0.70
		34	1	0.83	0.77
		35	1	0.82	0.76
		36	1	0.84	0.69

Table 22
Summary of *P*-values and Point Biserial by Grade and Content

Content	Grade	<i>P</i> -value (Item Difficulty)			Point Biserial (Item Test Correlation)		
		High	Mean	Low	High	Mean	Low
Reading	3	0.91	0.71	0.49	0.73	0.58	0.24
	4	0.89	0.73	0.47	0.75	0.63	0.44
	5	0.88	0.72	0.46	0.80	0.64	0.38
	6	0.89	0.70	0.43	0.78	0.64	0.45
	7	0.89	0.68	0.37	0.75	0.63	0.42
	8	0.91	0.71	0.38	0.74	0.62	0.43
	10	0.92	0.71	0.50	0.80	0.62	0.27
Mathematics	3	0.88	0.68	0.41	0.79	0.56	0.33
	4	0.87	0.68	0.42	0.75	0.59	0.30
	5	0.89	0.68	0.48	0.77	0.60	0.34
	6	0.89	0.69	0.43	0.73	0.63	0.32
	7	0.84	0.64	0.27	0.77	0.61	0.32
	8	0.88	0.64	0.33	0.80	0.59	0.19
	10	0.83	0.61	0.36	0.72	0.56	0.27
Science	4	0.87	0.75	0.45	0.79	0.68	0.36
	8	0.90	0.78	0.51	0.78	0.66	0.40
	10	0.90	0.80	0.52	0.81	0.69	0.19

Table 23
Standards Level Statistics, Ordered by Mean Difficulty (*P*-value)—Reading

Content	Grade	Code	Critical Concept Title	<i>P</i> -value				Point Biserial			
				High	Mean	Low	SD	High	Mean	Low	SD
Reading	3	A	Determines Meaning	0.91	0.80	0.68	0.09	0.73	0.65	0.62	0.04
		D	Evaluates/Extends Text	0.87	0.72	0.54	0.12	0.68	0.59	0.50	0.07
		C	Analyzes Text	0.77	0.65	0.54	0.10	0.58	0.48	0.24	0.12
		B	Understands Text	0.83	0.65	0.49	0.12	0.73	0.58	0.51	0.08
	4	D	Evaluates/Extends Text	0.87	0.84	0.75	0.04	0.75	0.69	0.60	0.05
		A	Determines Meaning	0.89	0.75	0.62	0.11	0.72	0.67	0.62	0.04
		B	Understands Text	0.82	0.69	0.54	0.09	0.73	0.62	0.51	0.09
		C	Analyzes Text	0.78	0.65	0.47	0.12	0.63	0.54	0.44	0.07
	5	B	Understands Text	0.85	0.74	0.69	0.05	0.80	0.68	0.52	0.09
		A	Determines Meaning	0.85	0.73	0.46	0.13	0.74	0.66	0.50	0.08
		C	Analyzes Text	0.88	0.72	0.49	0.13	0.75	0.59	0.38	0.15
		D	Evaluates/Extends Text	0.83	0.67	0.58	0.09	0.67	0.61	0.51	0.05
	6	B	Understands Text	0.81	0.75	0.64	0.06	0.78	0.67	0.45	0.11
		A	Determines Meaning	0.89	0.73	0.55	0.11	0.75	0.63	0.45	0.10
		C	Analyzes Text	0.85	0.71	0.53	0.13	0.75	0.65	0.51	0.09
		D	Evaluates/Extends Text	0.77	0.62	0.43	0.10	0.69	0.61	0.53	0.05
	7	A	Determines Meaning	0.89	0.72	0.54	0.11	0.75	0.64	0.56	0.07
		D	Evaluates/Extends Text	0.88	0.70	0.49	0.13	0.74	0.65	0.54	0.07
		B/C	Understands/Analyzes Text	0.79	0.64	0.37	0.13	0.67	0.58	0.42	0.07
	8	A	Determines Meaning	0.91	0.74	0.55	0.10	0.74	0.64	0.51	0.06
		D	Evaluates/Extends Text	0.83	0.70	0.54	0.10	0.73	0.62	0.48	0.09
		B/C	Understands/Analyzes Text	0.80	0.67	0.38	0.13	0.71	0.60	0.43	0.08
	10	A	Determines Meaning	0.92	0.76	0.55	0.11	0.77	0.68	0.56	0.08
		B/C	Understands/Analyzes Text	0.86	0.71	0.51	0.13	0.75	0.59	0.30	0.14
		D	Evaluates/Extends Text	0.77	0.66	0.50	0.10	0.80	0.59	0.27	0.16

Table 24
Standards Level Statistics, Ordered by Mean Difficulty (*P*-value)—Mathematics

Content	Grade	Code	Critical Concept Title	<i>P</i> -value				Point Biserial			
				High	Mean	Low	SD	High	Mean	Low	SD
Mathematics	3	D	Measurement	0.88	0.78	0.67	0.08	0.65	0.61	0.54	0.04
		C	Geometry	0.86	0.78	0.59	0.11	0.65	0.57	0.40	0.10
		F	Algebraic Relationships	0.77	0.72	0.65	0.04	0.66	0.59	0.50	0.07
		A/B	Number Operations and Relationships	0.76	0.60	0.41	0.12	0.79	0.55	0.33	0.16
		E	Statistics/Probability	0.66	0.55	0.44	0.08	0.62	0.48	0.39	0.10
	4	F	Algebraic Relationships	0.78	0.73	0.66	0.05	0.68	0.61	0.49	0.06
		C	Geometry	0.84	0.70	0.51	0.13	0.66	0.58	0.41	0.09
		D	Measurement	0.87	0.70	0.48	0.13	0.70	0.58	0.30	0.15
		A/B	Number Operations and Relationships	0.87	0.65	0.42	0.17	0.70	0.58	0.41	0.12
		E	Statistics/Probability	0.68	0.60	0.45	0.10	0.75	0.58	0.43	0.12
	5	D	Measurement	0.89	0.80	0.64	0.09	0.72	0.65	0.53	0.07
		F	Algebraic Relationships	0.78	0.73	0.70	0.04	0.69	0.65	0.61	0.04
		C	Geometry	0.81	0.66	0.48	0.14	0.69	0.57	0.45	0.09
		A/B	Number Operations and Relationships	0.78	0.64	0.49	0.13	0.70	0.55	0.37	0.11
		E	Statistics/Probability	0.69	0.58	0.51	0.07	0.77	0.60	0.34	0.16
	6	D	Measurement	0.89	0.76	0.55	0.13	0.68	0.65	0.60	0.03
		F	Algebraic Relationships	0.81	0.73	0.66	0.06	0.72	0.68	0.63	0.03
		C	Geometry	0.80	0.68	0.55	0.11	0.71	0.63	0.59	0.05
		E	Statistics/Probability	0.84	0.66	0.57	0.11	0.73	0.61	0.32	0.15
		A/B	Number Operations and Relationships	0.80	0.63	0.43	0.13	0.71	0.61	0.45	0.08
	7	F	Algebraic Relationships	0.81	0.73	0.51	0.12	0.71	0.66	0.56	0.06
		C	Geometry	0.84	0.68	0.47	0.14	0.67	0.58	0.32	0.13
		D	Measurement	0.80	0.61	0.44	0.12	0.70	0.56	0.38	0.13
		E	Statistics/Probability	0.76	0.60	0.27	0.17	0.72	0.60	0.33	0.14
		A/B	Number Operations and Relationships	0.79	0.60	0.46	0.13	0.77	0.62	0.45	0.11
	8	C	Geometry	0.83	0.69	0.59	0.08	0.80	0.60	0.32	0.17
		E	Statistics/Probability	0.79	0.66	0.57	0.07	0.78	0.65	0.50	0.10
		F	Algebraic Relationships	0.80	0.65	0.53	0.13	0.70	0.63	0.57	0.05
		D	Measurement	0.78	0.65	0.48	0.10	0.70	0.58	0.47	0.09
		A/B	Number Operations and Relationships	0.88	0.57	0.33	0.18	0.73	0.50	0.19	0.20
	10	F	Algebraic Relationships	0.74	0.65	0.57	0.06	0.72	0.63	0.61	0.04
		D	Measurement	0.82	0.64	0.36	0.18	0.71	0.58	0.35	0.13
		E	Statistics/Probability	0.78	0.61	0.40	0.14	0.67	0.56	0.47	0.07
		A/B	Number Operations and Relationships	0.83	0.59	0.43	0.15	0.66	0.55	0.35	0.12
		C	Geometry	0.76	0.54	0.36	0.18	0.65	0.48	0.27	0.16

Table 25
Standards Level Statistics, Ordered by Mean Difficulty (*P*-value)—Science

Content	Grade	Code	Critical Concept Title	<i>P</i> -value				Point Biseal			
				High	Mean	Low	SD	High	Mean	Low	SD
Science	4	F	Life and Environment	0.87	0.80	0.66	0.08	0.76	0.72	0.69	0.03
		G/H	Science Applications and Science in Personal/Social Perspectives	0.86	0.79	0.65	0.08	0.79	0.70	0.65	0.05
		C	Science Inquiry	0.83	0.74	0.48	0.13	0.74	0.64	0.36	0.14
		D	Physical Science	0.84	0.74	0.51	0.12	0.77	0.66	0.46	0.11
		E	Earth and Space	0.83	0.74	0.60	0.09	0.78	0.71	0.60	0.07
		A/B	Science Connections and the Nature of Science	0.84	0.72	0.45	0.14	0.75	0.65	0.43	0.11
	8	A/B	Science Connections and the Nature of Science	0.89	0.86	0.83	0.02	0.78	0.73	0.63	0.06
		G/H	Science Applications and Science in Personal/Social Perspectives	0.88	0.81	0.60	0.11	0.75	0.68	0.55	0.07
		E	Earth and Space	0.85	0.79	0.69	0.06	0.69	0.63	0.47	0.09
		D	Physical Science	0.90	0.77	0.69	0.07	0.70	0.67	0.60	0.04
		F	Life and Environment	0.90	0.74	0.58	0.12	0.73	0.64	0.43	0.11
		C	Science Inquiry	0.89	0.71	0.51	0.14	0.71	0.62	0.40	0.11
	10	A/B	Science Connections and the Nature of Science	0.87	0.83	0.80	0.03	0.81	0.75	0.69	0.05
		F	Life and Environment	0.90	0.83	0.78	0.05	0.80	0.71	0.64	0.05
		D	Physical Science	0.85	0.79	0.71	0.05	0.79	0.66	0.56	0.08
		C	Science Inquiry	0.85	0.79	0.66	0.07	0.78	0.73	0.67	0.05
		G/H	Science Applications and Science in Personal/Social Perspectives	0.89	0.78	0.69	0.09	0.78	0.66	0.50	0.10
		E	Earth and Space	0.86	0.76	0.52	0.13	0.79	0.61	0.19	0.22

Table 26
Total Group Statistics, Including Reliability

Content	Grade	Sample Size	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
			Mean	SD				
Reading	3	764	20.96	7.59	24	28	0.92	2.12
	4	818	21.82	7.92	68	31	0.94	1.96
	5	855	21.29	8.37	58	40	0.94	1.97
	6	864	21.06	8.56	77	43	0.95	1.96
	7	867	21.00	8.52	45	42	0.94	2.08
	8	913	20.98	8.19	66	43	0.94	2.00
	10	765	21.29	8.22	35	36	0.94	1.98
Mathematics	3	762	22.77	8.62	18	31	0.92	2.36
	4	816	22.59	9.03	24	34	0.93	2.34
	5	852	22.87	9.35	29	42	0.94	2.29
	6	861	22.88	9.65	47	47	0.95	2.18
	7	862	21.70	9.43	25	39	0.94	2.31
	8	911	21.68	9.33	19	38	0.94	2.33
	10	764	20.24	8.96	8	37	0.93	2.39
Science	4	814	27.64	10.46	89	34	0.96	1.96
	8	910	29.98	10.34	82	36	0.96	2.04
	10	762	30.55	10.73	76	35	0.96	2.07

Table 27
Raw Score Frequency Distributions—Reading

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	3	0	28	3.66%	28	3.67%
		1	8	1.05%	36	4.71%
		2	3	0.39%	39	5.11%
		3	2	0.26%	41	5.37%
		4	1	0.13%	42	5.50%
		5	6	0.79%	48	6.28%
		6	2	0.26%	50	6.55%
		7	5	0.65%	55	7.20%
		8	8	1.05%	63	8.25%
		9	4	0.52%	67	8.77%
		10	9	1.18%	76	9.95%
		11	14	1.83%	90	11.78%
		12	19	2.49%	109	14.27%
		13	14	1.83%	123	16.10%
		14	14	1.83%	137	17.93%
		15	20	2.62%	157	20.55%
		16	21	2.75%	178	23.30%
		17	28	3.66%	206	26.96%
		18	20	2.62%	226	29.58%
		19	30	3.93%	256	33.51%
		20	25	3.27%	281	36.78%
		21	31	4.06%	312	40.84%
		22	41	5.37%	353	46.20%
		23	36	4.71%	389	50.92%
		24	51	6.68%	440	57.59%
		25	54	7.07%	494	64.66%
		26	67	8.77%	561	73.43%
		27	63	8.25%	624	81.68%
		28	62	8.12%	686	89.79%
		29	54	7.07%	740	96.86%
		30	24	3.14%	764	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	4	0	31	3.79%	31	3.79%
		1	3	0.37%	34	4.16%
		2	8	0.98%	42	5.13%
		3	7	0.86%	49	5.99%
		4	3	0.37%	52	6.36%
		5	9	1.10%	61	7.46%
		6	6	0.73%	67	8.19%
		7	4	0.49%	71	8.68%
		8	2	0.24%	73	8.92%
		9	4	0.49%	77	9.41%
		10	12	1.47%	89	10.88%
		11	9	1.10%	98	11.98%
		12	6	0.73%	104	12.71%
		13	19	2.32%	123	15.04%
		14	9	1.10%	132	16.14%
		15	14	1.71%	146	17.85%
		16	12	1.47%	158	19.32%
		17	21	2.57%	179	21.88%
		18	28	3.42%	207	25.31%
		19	30	3.67%	237	28.97%
		20	20	2.45%	257	31.42%
		21	34	4.16%	291	35.58%
		22	37	4.52%	328	40.10%
		23	27	3.30%	355	43.40%
		24	51	6.24%	406	49.63%
		25	57	6.97%	463	56.60%
		26	70	8.56%	533	65.16%
		27	60	7.34%	593	72.49%
		28	95	11.61%	688	84.11%
		29	62	7.58%	750	91.69%
		30	68	8.31%	818	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	5	0	40	4.68%	40	4.68%
		1	3	0.35%	43	5.03%
		2	8	0.94%	51	5.97%
		3	5	0.59%	56	6.55%
		4	7	0.82%	63	7.37%
		5	8	0.94%	71	8.30%
		6	9	1.05%	80	9.36%
		7	4	0.47%	84	9.83%
		8	7	0.82%	91	10.64%
		9	11	1.29%	102	11.93%
		10	9	1.05%	111	12.98%
		11	10	1.17%	121	14.15%
		12	13	1.52%	134	15.67%
		13	25	2.92%	159	18.60%
		14	13	1.52%	172	20.12%
		15	17	1.99%	189	22.11%
		16	23	2.69%	212	24.80%
		17	13	1.52%	225	26.32%
		18	15	1.75%	240	28.07%
		19	18	2.11%	258	30.18%
		20	24	2.81%	282	32.98%
		21	28	3.28%	310	36.26%
		22	33	3.86%	343	40.12%
		23	38	4.44%	381	44.56%
		24	56	6.55%	437	51.11%
		25	53	6.20%	490	57.31%
		26	54	6.32%	544	63.63%
		27	97	11.35%	641	74.97%
		28	79	9.24%	720	84.21%
		29	77	9.01%	797	93.22%
		30	58	6.78%	855	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	6	0	43	4.98%	43	4.98%
		1	7	0.81%	50	5.79%
		2	2	0.23%	52	6.02%
		3	4	0.46%	56	6.48%
		4	7	0.81%	63	7.29%
		5	4	0.46%	67	7.76%
		6	8	0.93%	75	8.68%
		7	12	1.39%	87	10.07%
		8	9	1.04%	96	11.11%
		9	12	1.39%	108	12.50%
		10	13	1.51%	121	14.01%
		11	17	1.97%	138	15.97%
		12	14	1.62%	152	17.59%
		13	17	1.97%	169	19.56%
		14	16	1.85%	185	21.41%
		15	17	1.97%	202	23.38%
		16	23	2.66%	225	26.04%
		17	18	2.08%	243	28.13%
		18	28	3.24%	271	31.37%
		19	21	2.43%	292	33.80%
		20	20	2.32%	312	36.11%
		21	25	2.89%	337	39.01%
		22	32	3.70%	369	42.71%
		23	37	4.28%	406	46.99%
		24	37	4.28%	443	51.27%
		25	61	7.06%	504	58.33%
		26	52	6.02%	556	64.35%
		27	62	7.18%	618	71.53%
		28	78	9.03%	696	80.56%
		29	91	10.53%	787	91.09%
		30	77	8.91%	864	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	7	0	42	4.84%	42	4.84%
		1	4	0.46%	46	5.31%
		2	6	0.69%	52	6.00%
		3	4	0.46%	56	6.46%
		4	2	0.23%	58	6.69%
		5	5	0.58%	63	7.27%
		6	5	0.58%	68	7.84%
		7	9	1.04%	77	8.88%
		8	12	1.38%	89	10.27%
		9	14	1.61%	103	11.88%
		10	11	1.27%	114	13.15%
		11	10	1.15%	124	14.30%
		12	20	2.31%	144	16.61%
		13	20	2.31%	164	18.92%
		14	21	2.42%	185	21.34%
		15	20	2.31%	205	23.65%
		16	24	2.77%	229	26.41%
		17	29	3.34%	258	29.76%
		18	26	3.00%	284	32.76%
		19	25	2.88%	309	35.64%
		20	34	3.92%	343	39.56%
		21	32	3.69%	375	43.25%
		22	32	3.69%	407	46.94%
		23	32	3.69%	439	50.63%
		24	39	4.50%	478	55.13%
		25	45	5.19%	523	60.32%
		26	42	4.84%	565	65.17%
		27	54	6.23%	619	71.40%
		28	60	6.92%	679	78.32%
		29	69	7.96%	748	86.28%
		30	74	8.54%	822	94.81%
		31	45	5.19%	867	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	8	0	43	4.71%	43	4.71%
		1	7	0.77%	50	5.48%
		2	3	0.33%	53	5.81%
		3	5	0.55%	58	6.35%
		4	3	0.33%	61	6.68%
		5	4	0.44%	65	7.12%
		6	2	0.22%	67	7.34%
		7	7	0.77%	74	8.11%
		8	12	1.31%	86	9.42%
		9	9	0.99%	95	10.41%
		10	14	1.53%	109	11.94%
		11	9	0.99%	118	12.92%
		12	24	2.63%	142	15.55%
		13	21	2.30%	163	17.85%
		14	30	3.29%	193	21.14%
		15	26	2.85%	219	23.99%
		16	20	2.19%	239	26.18%
		17	22	2.41%	261	28.59%
		18	23	2.52%	284	31.11%
		19	18	1.97%	302	33.08%
		20	32	3.50%	334	36.58%
		21	48	5.26%	382	41.84%
		22	39	4.27%	421	46.11%
		23	38	4.16%	459	50.27%
		24	45	4.93%	504	55.20%
		25	52	5.70%	556	60.90%
		26	53	5.81%	609	66.70%
		27	72	7.89%	681	74.59%
		28	77	8.43%	758	83.02%
		29	89	9.75%	847	92.77%
		30	66	7.23%	913	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	10	0	36	4.71%	36	4.71%
		1	4	0.52%	40	5.23%
		2	4	0.52%	44	5.75%
		3	6	0.78%	50	6.54%
		4	6	0.78%	56	7.32%
		5	5	0.65%	61	7.97%
		6	5	0.65%	66	8.63%
		7	4	0.52%	70	9.15%
		8	6	0.78%	76	9.94%
		9	10	1.31%	86	11.24%
		10	13	1.70%	99	12.94%
		11	8	1.05%	107	13.99%
		12	13	1.70%	120	15.69%
		13	13	1.70%	133	17.39%
		14	15	1.96%	148	19.35%
		15	13	1.70%	161	21.05%
		16	21	2.75%	182	23.79%
		17	15	1.96%	197	25.75%
		18	19	2.48%	216	28.24%
		19	23	3.01%	239	31.24%
		20	17	2.22%	256	33.46%
		21	18	2.35%	274	35.82%
		22	29	3.79%	303	39.61%
		23	40	5.23%	343	44.84%
		24	41	5.36%	384	50.20%
		25	48	6.28%	432	56.47%
		26	71	9.28%	503	65.75%
		27	84	10.98%	587	76.73%
		28	78	10.20%	665	86.93%
		29	65	8.50%	730	95.43%
		30	35	4.58%	765	100%

Table 28
Raw Score Frequency Distributions—Mathematics

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	3	0	31	4.07%	31	4.07%
		1	7	0.92%	38	4.99%
		2	2	0.26%	40	5.25%
		3	4	0.52%	44	5.77%
		4	1	0.13%	45	5.91%
		5	5	0.66%	50	6.56%
		6	4	0.52%	54	7.09%
		7	2	0.26%	56	7.35%
		8	3	0.39%	59	7.74%
		9	4	0.52%	63	8.27%
		10	11	1.44%	74	9.71%
		11	12	1.57%	86	11.29%
		12	13	1.71%	99	12.99%
		13	14	1.84%	113	14.83%
		14	19	2.49%	132	17.32%
		15	11	1.44%	143	18.77%
		16	15	1.97%	158	20.74%
		17	13	1.71%	171	22.44%
		18	24	3.15%	195	25.59%
		19	23	3.02%	218	28.61%
		20	21	2.76%	239	31.37%
		21	34	4.46%	273	35.83%
		22	22	2.89%	295	38.71%
		23	33	4.33%	328	43.05%
		24	40	5.25%	368	48.29%
		25	32	4.20%	400	52.49%
		26	32	4.20%	432	56.69%
		27	49	6.43%	481	63.12%
		28	46	6.04%	527	69.16%
		29	62	8.14%	589	77.30%
		30	41	5.38%	630	82.68%
		31	46	6.04%	676	88.71%
		32	34	4.46%	710	93.18%
		33	34	4.46%	744	97.64%
		34	18	2.36%	762	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	4	0	34	4.17%	34	4.17%
		1	7	0.86%	41	5.03%
		2	2	0.25%	43	5.27%
		3	5	0.61%	48	5.88%
		4	6	0.74%	54	6.62%
		5	3	0.37%	57	6.99%
		6	4	0.49%	61	7.48%
		7	4	0.49%	65	7.97%
		8	7	0.86%	72	8.82%
		9	9	1.10%	81	9.93%
		10	14	1.72%	95	11.64%
		11	13	1.59%	108	13.24%
		12	15	1.84%	123	15.07%
		13	12	1.47%	135	16.54%
		14	18	2.21%	153	18.75%
		15	16	1.96%	169	20.71%
		16	22	2.70%	191	23.41%
		17	17	2.08%	208	25.49%
		18	16	1.96%	224	27.45%
		19	34	4.17%	258	31.62%
		20	24	2.94%	282	34.56%
		21	26	3.19%	308	37.75%
		22	20	2.45%	328	40.20%
		23	22	2.70%	350	42.89%
		24	38	4.66%	388	47.55%
		25	43	5.27%	431	52.82%
		26	28	3.43%	459	56.25%
		27	50	6.13%	509	62.38%
		28	42	5.15%	551	67.53%
		29	42	5.15%	593	72.67%
		30	58	7.11%	651	79.78%
		31	50	6.13%	701	85.91%
		32	50	6.13%	751	92.03%
		33	41	5.02%	792	97.06%
		34	24	2.94%	816	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	5	0	42	4.93%	42	4.93%
		1	3	0.35%	45	5.28%
		2	2	0.23%	47	5.52%
		3	4	0.47%	51	5.99%
		4	5	0.59%	56	6.57%
		5	9	1.06%	65	7.63%
		6	5	0.59%	70	8.22%
		7	7	0.82%	77	9.04%
		8	12	1.41%	89	10.45%
		9	7	0.82%	96	11.27%
		10	10	1.17%	106	12.44%
		11	10	1.17%	116	13.62%
		12	17	2.00%	133	15.61%
		13	12	1.41%	145	17.02%
		14	15	1.76%	160	18.78%
		15	18	2.11%	178	20.89%
		16	17	2.00%	195	22.89%
		17	22	2.58%	217	25.47%
		18	21	2.46%	238	27.93%
		19	17	2.00%	255	29.93%
		20	28	3.29%	283	33.22%
		21	20	2.35%	303	35.56%
		22	27	3.17%	330	38.73%
		23	23	2.70%	353	41.43%
		24	33	3.87%	386	45.31%
		25	38	4.46%	424	49.77%
		26	36	4.23%	460	53.99%
		27	34	3.99%	494	57.98%
		28	45	5.28%	539	63.26%
		29	53	6.22%	592	69.48%
		30	54	6.34%	646	75.82%
		31	57	6.69%	703	82.51%
		32	64	7.51%	767	90.02%
		33	56	6.57%	823	96.60%
		34	29	3.40%	852	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	6	0	47	5.46%	47	5.46%
		1	6	0.70%	53	6.16%
		2	2	0.23%	55	6.39%
		3	4	0.46%	59	6.85%
		4	8	0.93%	67	7.78%
		5	2	0.23%	69	8.01%
		6	6	0.70%	75	8.71%
		7	7	0.81%	82	9.52%
		8	4	0.46%	86	9.99%
		9	12	1.39%	98	11.38%
		10	18	2.09%	116	13.47%
		11	12	1.39%	128	14.87%
		12	9	1.05%	137	15.91%
		13	11	1.28%	148	17.19%
		14	23	2.67%	171	19.86%
		15	15	1.74%	186	21.60%
		16	21	2.44%	207	24.04%
		17	16	1.86%	223	25.90%
		18	18	2.09%	241	27.99%
		19	22	2.56%	263	30.55%
		20	21	2.44%	284	32.99%
		21	28	3.25%	312	36.24%
		22	22	2.56%	334	38.79%
		23	31	3.60%	365	42.39%
		24	34	3.95%	399	46.34%
		25	30	3.48%	429	49.83%
		26	28	3.25%	457	53.08%
		27	40	4.65%	497	57.72%
		28	36	4.18%	533	61.91%
		29	34	3.95%	567	65.85%
		30	56	6.50%	623	72.36%
		31	69	8.01%	692	80.37%
		32	65	7.55%	757	87.92%
		33	57	6.62%	814	94.54%
		34	47	5.46%	861	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	7	0	39	4.52%	39	4.52%
		1	4	0.46%	43	4.99%
		2	9	1.04%	52	6.03%
		3	1	0.12%	53	6.15%
		4	6	0.70%	59	6.85%
		5	5	0.58%	64	7.43%
		6	15	1.74%	79	9.17%
		7	12	1.39%	91	10.56%
		8	15	1.74%	106	12.30%
		9	11	1.28%	117	13.57%
		10	13	1.51%	130	15.08%
		11	12	1.39%	142	16.47%
		12	16	1.86%	158	18.33%
		13	22	2.55%	180	20.88%
		14	18	2.09%	198	22.97%
		15	19	2.20%	217	25.17%
		16	23	2.67%	240	27.84%
		17	16	1.86%	256	29.70%
		18	27	3.13%	283	32.83%
		19	20	2.32%	303	35.15%
		20	26	3.02%	329	38.17%
		21	26	3.02%	355	41.18%
		22	23	2.67%	378	43.85%
		23	33	3.83%	411	47.68%
		24	35	4.06%	446	51.74%
		25	34	3.94%	480	55.68%
		26	36	4.18%	516	59.86%
		27	27	3.13%	543	62.99%
		28	53	6.15%	596	69.14%
		29	50	5.80%	646	74.94%
		30	53	6.15%	699	81.09%
		31	59	6.84%	758	87.94%
		32	42	4.87%	800	92.81%
		33	37	4.29%	837	97.10%
		34	25	2.90%	862	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	8	0	38	4.17%	38	4.17%
		1	5	0.55%	43	4.72%
		2	5	0.55%	48	5.27%
		3	7	0.77%	55	6.04%
		4	5	0.55%	60	6.59%
		5	7	0.77%	67	7.36%
		6	6	0.66%	73	8.01%
		7	11	1.21%	84	9.22%
		8	9	0.99%	93	10.21%
		9	18	1.98%	111	12.18%
		10	18	1.98%	129	14.16%
		11	26	2.85%	155	17.01%
		12	23	2.52%	178	19.54%
		13	17	1.87%	195	21.41%
		14	20	2.20%	215	23.60%
		15	22	2.41%	237	26.02%
		16	18	1.98%	255	27.99%
		17	25	2.74%	280	30.74%
		18	25	2.74%	305	33.48%
		19	20	2.20%	325	35.68%
		20	30	3.29%	355	38.97%
		21	31	3.40%	386	42.37%
		22	23	2.52%	409	44.90%
		23	33	3.62%	442	48.52%
		24	33	3.62%	475	52.14%
		25	28	3.07%	503	55.21%
		26	34	3.73%	537	58.95%
		27	43	4.72%	580	63.67%
		28	55	6.04%	635	69.70%
		29	47	5.16%	682	74.86%
		30	51	5.60%	733	80.46%
		31	66	7.24%	799	87.71%
		32	47	5.16%	846	92.87%
		33	46	5.05%	892	97.91%
		34	19	2.09%	911	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	10	0	37	4.84%	37	4.84%
		1	13	1.70%	50	6.55%
		2	2	0.26%	52	6.81%
		3	5	0.65%	57	7.46%
		4	1	0.13%	58	7.59%
		5	9	1.18%	67	8.77%
		6	2	0.26%	69	9.03%
		7	11	1.44%	80	10.47%
		8	4	0.52%	84	11.00%
		9	11	1.44%	95	12.44%
		10	12	1.57%	107	14.01%
		11	19	2.49%	126	16.49%
		12	19	2.49%	145	18.98%
		13	15	1.96%	160	20.94%
		14	32	4.19%	192	25.13%
		15	30	3.93%	222	29.06%
		16	28	3.66%	250	32.72%
		17	26	3.40%	276	36.13%
		18	22	2.88%	298	39.01%
		19	23	3.01%	321	42.02%
		20	26	3.40%	347	45.42%
		21	33	4.32%	380	49.74%
		22	29	3.80%	409	53.53%
		23	28	3.66%	437	57.20%
		24	25	3.27%	462	60.47%
		25	27	3.53%	489	64.01%
		26	37	4.84%	526	68.85%
		27	30	3.93%	556	72.78%
		28	57	7.46%	613	80.24%
		29	34	4.45%	647	84.69%
		30	38	4.97%	685	89.66%
		31	35	4.58%	720	94.24%
		32	21	2.75%	741	96.99%
		33	15	1.96%	756	98.95%
		34	8	1.05%	764	100%

Table 29
Raw Score Frequency Distributions—Science

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Science	4	0	34	4.18%	34	4.18%
		1	8	0.98%	42	5.16%
		2	5	0.61%	47	5.77%
		3	4	0.49%	51	6.27%
		4	3	0.37%	54	6.63%
		5	5	0.61%	59	7.25%
		6	3	0.37%	62	7.62%
		7	1	0.12%	63	7.74%
		8	6	0.74%	69	8.48%
		9	2	0.25%	71	8.72%
		10	7	0.86%	78	9.58%
		11	7	0.86%	85	10.44%
		12	9	1.11%	94	11.55%
		13	11	1.35%	105	12.90%
		14	4	0.49%	109	13.39%
		15	14	1.72%	123	15.11%
		16	8	0.98%	131	16.09%
		17	7	0.86%	138	16.95%
		18	12	1.47%	150	18.43%
		19	14	1.72%	164	20.15%
		20	12	1.47%	176	21.62%
		21	8	0.98%	184	22.60%
		22	16	1.97%	200	24.57%
		23	8	0.98%	208	25.55%
		24	14	1.72%	222	27.27%
		25	11	1.35%	233	28.62%
		26	16	1.97%	249	30.59%
		27	15	1.84%	264	32.43%
		28	22	2.70%	286	35.14%
		29	40	4.91%	326	40.05%
		30	34	4.18%	360	44.23%
		31	22	2.70%	382	46.93%
		32	41	5.04%	423	51.97%
		33	56	6.88%	479	58.85%
		34	60	7.37%	539	66.22%
		35	92	11.30%	631	77.52%
		36	94	11.55%	725	89.07%
		37	89	10.93%	814	100%

Table 29
Raw Score Frequency Distributions—Science (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Science	8	0	36	3.96%	36	3.96%
		1	5	0.55%	41	4.51%
		2	2	0.22%	43	4.73%
		3	4	0.44%	47	5.17%
		4	2	0.22%	49	5.39%
		5	1	0.11%	50	5.50%
		6	5	0.55%	55	6.04%
		7	4	0.44%	59	6.48%
		8	4	0.44%	63	6.92%
		9	4	0.44%	67	7.36%
		10	6	0.66%	73	8.02%
		11	4	0.44%	77	8.46%
		12	4	0.44%	81	8.90%
		13	4	0.44%	85	9.34%
		14	10	1.10%	95	10.44%
		15	9	0.99%	104	11.43%
		16	9	0.99%	113	12.42%
		17	5	0.55%	118	12.97%
		18	8	0.88%	126	13.85%
		19	15	1.65%	141	15.50%
		20	8	0.88%	149	16.37%
		21	6	0.66%	155	17.03%
		22	14	1.54%	169	18.57%
		23	6	0.66%	175	19.23%
		24	20	2.20%	195	21.43%
		25	13	1.43%	208	22.86%
		26	21	2.31%	229	25.17%
		27	20	2.20%	249	27.36%
		28	21	2.31%	270	29.67%
		29	20	2.20%	290	31.87%
		30	26	2.86%	316	34.73%
		31	31	3.41%	347	38.13%
		32	28	3.08%	375	41.21%
		33	36	3.96%	411	45.17%
		34	55	6.04%	466	51.21%
		35	65	7.14%	531	58.35%
		36	83	9.12%	614	67.47%
		37	97	10.66%	711	78.13%
		38	117	12.86%	828	90.99%
		39	82	9.01%	910	100%

Table 29
Raw Score Frequency Distributions—Science (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Science	10	0	35	4.59%	35	4.59%
		1	4	0.53%	39	5.12%
		2	3	0.39%	42	5.51%
		3	5	0.66%	47	6.17%
		4	0	0.00%	47	6.17%
		5	1	0.13%	48	6.30%
		6	3	0.39%	51	6.69%
		7	4	0.53%	55	7.22%
		8	3	0.39%	58	7.61%
		9	2	0.26%	60	7.87%
		10	4	0.53%	64	8.40%
		11	1	0.13%	65	8.53%
		12	5	0.66%	70	9.19%
		13	6	0.79%	76	9.97%
		14	7	0.92%	83	10.89%
		15	3	0.39%	86	11.29%
		16	9	1.18%	95	12.47%
		17	7	0.92%	102	13.39%
		18	9	1.18%	111	14.57%
		19	6	0.79%	117	15.35%
		20	8	1.05%	125	16.40%
		21	10	1.31%	135	17.72%
		22	6	0.79%	141	18.50%
		23	9	1.18%	150	19.69%
		24	13	1.71%	163	21.39%
		25	7	0.92%	170	22.31%
		26	8	1.05%	178	23.36%
		27	7	0.92%	185	24.28%
		28	12	1.58%	197	25.85%
		29	10	1.31%	207	27.17%
		30	11	1.44%	218	28.61%
		31	21	2.76%	239	31.37%
		32	22	2.89%	261	34.25%
		33	30	3.94%	291	38.19%
		34	37	4.86%	328	43.05%
		35	59	7.74%	387	50.79%
		36	74	9.71%	461	60.50%
		37	105	13.78%	566	74.28%
		38	120	15.75%	686	90.03%
		39	76	9.97%	762	100%

Table 30
Cut Scores and Percent of Students in Each Performance Level—Total Group

Content	Grade	N	Cut Scores								Percent of Students in Each Performance Level				
			WAA-SwD Minimal Performance		WAA-SwD Basic		WAA-SwD Proficient		WAA-SwD Advanced		WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
			Low	High	Low	High	Low	High	Low	High					
Reading	3	764	0	9	10	18	19	25	26	30	8.77%	20.81%	35.08%	35.34%	70.42%
	4	818	0	9	10	21	22	27	28	30	9.41%	26.16%	36.92%	27.51%	64.43%
	5	855	0	7	8	19	20	26	27	30	9.83%	20.35%	33.45%	36.37%	69.83%
	6	864	0	7	8	20	21	26	27	30	10.07%	26.04%	28.24%	35.65%	63.89%
	7	867	0	8	9	20	21	25	26	31	10.27%	29.30%	20.76%	39.68%	60.44%
	8	913	0	8	9	19	20	25	26	30	9.42%	23.66%	27.82%	39.10%	66.92%
	10	765	0	9	10	19	20	25	26	30	11.24%	20.00%	25.23%	43.53%	68.76%
Mathematics	3	762	0	6	7	17	18	27	28	34	7.09%	15.35%	40.68%	36.88%	77.56%
	4	816	0	8	9	18	19	27	28	34	8.82%	18.63%	34.93%	37.62%	72.55%
	5	852	0	8	9	18	19	27	28	34	10.45%	17.49%	30.05%	42.02%	72.07%
	6	861	0	9	10	18	19	28	29	34	11.38%	16.61%	33.91%	38.10%	72.01%
	7	862	0	7	8	16	17	27	28	34	10.56%	17.29%	35.15%	37.01%	72.16%
	8	911	0	7	8	17	18	27	28	34	9.22%	21.52%	32.93%	36.33%	69.27%
	10	764	0	7	8	17	18	25	26	34	10.47%	25.65%	27.88%	36.00%	63.87%
Science	4	814	0	14	15	24	25	31	32	37	13.39%	13.88%	19.66%	53.07%	72.73%
	8	910	0	13	14	23	24	33	34	39	9.34%	9.89%	25.93%	54.84%	80.77%
	10	762	0	11	12	25	26	32	33	39	8.53%	13.78%	11.94%	65.75%	77.69%

Table 31
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3	TOTAL		764	8.77%	20.81%	35.08%	35.34%	70.42%
			Gender						
			Female	233	9.01%	21.46%	36.05%	33.48%	69.53%
			Male	531	8.66%	20.53%	34.65%	36.16%	70.81%
		Ethnicity	Asian/Pacific Islander	40	10.00%	27.50%	40.00%	22.50%	62.50%
			Black (not of Hispanic Origin)	147	4.76%	23.13%	35.37%	36.74%	72.11%
			Hispanic	100	12.00%	23.00%	34.00%	31.00%	65.00%
			American Indian/Alaska Native	18	11.11%	22.22%	38.89%	27.78%	66.67%
			White (not of Hispanic Origin)	459	9.15%	18.95%	34.64%	37.26%	71.90%
		ELP	English Language Proficient	715	8.81%	20.70%	34.97%	35.52%	70.49%
			Not English Language Proficient	49	8.16%	22.45%	36.74%	32.65%	69.39%
		SES	Economically Disadvantaged	478	6.28%	19.87%	35.98%	37.87%	73.85%
			Not Economically Disadvantaged	286	12.94%	22.38%	33.57%	31.12%	64.69%
	4	TOTAL		818	9.41%	26.16%	36.92%	27.51%	64.43%
			Gender						
			Female	275	9.82%	25.82%	40.00%	24.36%	64.36%
			Male	543	9.21%	26.34%	35.36%	29.10%	64.46%
		Ethnicity	Asian/Pacific Islander	27	3.70%	29.63%	22.22%	44.44%	66.67%
			Black (not of Hispanic Origin)	174	6.32%	27.01%	40.23%	26.44%	66.67%
			Hispanic	104	9.62%	33.65%	27.89%	28.85%	56.73%
			American Indian/Alaska Native	21	14.29%	14.29%	47.62%	23.81%	71.43%
			White (not of Hispanic Origin)	492	10.57%	24.59%	38.01%	26.83%	64.84%
		ELP	English Language Proficient	765	9.54%	25.49%	38.04%	26.93%	64.97%
			Not English Language Proficient	53	7.55%	35.85%	20.76%	35.85%	56.60%
		SES	Economically Disadvantaged	518	8.11%	25.68%	34.36%	31.85%	66.22%
			Not Economically Disadvantaged	300	11.67%	27.00%	41.33%	20.00%	61.33%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 31
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	5		TOTAL	855	9.83%	20.35%	33.45%	36.37%	69.83%
			Gender Female	292	10.27%	20.55%	34.59%	34.59%	69.18%
			Gender Male	563	9.59%	20.25%	32.86%	37.30%	70.16%
			Ethnicity Asian/Pacific Islander	44	11.36%	29.55%	31.82%	27.27%	59.09%
			Ethnicity Black (not of Hispanic Origin)	167	9.58%	13.17%	32.34%	44.91%	77.25%
			Ethnicity Hispanic	91	13.19%	18.68%	31.87%	36.26%	68.13%
			Ethnicity American Indian/Alaska Native	26	15.39%	19.23%	15.39%	50.00%	65.39%
			Ethnicity White (not of Hispanic Origin)	527	8.92%	22.20%	35.10%	33.78%	68.88%
			ELP English Language Proficient	781	9.99%	19.97%	33.55%	36.49%	70.04%
			ELP Not English Language Proficient	74	8.11%	24.32%	32.43%	35.14%	67.57%
			SES Economically Disadvantaged	529	9.26%	16.64%	33.46%	40.64%	74.10%
			SES Not Economically Disadvantaged	326	10.74%	26.38%	33.44%	29.45%	62.88%
	6		TOTAL	864	10.07%	26.04%	28.24%	35.65%	63.89%
			Gender Female	311	10.29%	25.72%	24.76%	39.23%	63.99%
			Gender Male	553	9.95%	26.22%	30.20%	33.64%	63.83%
			Ethnicity Asian/Pacific Islander	24	8.33%	41.67%	33.33%	16.67%	50.00%
			Ethnicity Black (not of Hispanic Origin)	173	9.83%	18.50%	30.64%	41.04%	71.68%
			Ethnicity Hispanic	79	15.19%	26.58%	26.58%	31.65%	58.23%
			Ethnicity American Indian/Alaska Native	18	.	11.11%	16.67%	72.22%	88.89%
			Ethnicity White (not of Hispanic Origin)	570	9.83%	28.07%	27.90%	34.21%	62.11%
			ELP English Language Proficient	829	10.01%	26.30%	28.23%	35.46%	63.69%
			ELP Not English Language Proficient	35	11.43%	20.00%	28.57%	40.00%	68.57%
			SES Economically Disadvantaged	539	8.72%	20.97%	28.20%	42.12%	70.32%
			SES Not Economically Disadvantaged	325	12.31%	34.46%	28.31%	24.92%	53.23%

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Table 31
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	7	TOTAL		867	10.27%	29.30%	20.76%	39.68%	60.44%
			Gender						
			Female	312	11.86%	27.56%	23.08%	37.50%	60.58%
		Gender	Male	555	9.37%	30.27%	19.46%	40.90%	60.36%
		Ethnicity	Asian/Pacific Islander	21	14.29%	33.33%	23.81%	28.57%	52.38%
			Black (not of Hispanic Origin)	162	8.03%	32.10%	22.84%	37.04%	59.88%
			Hispanic	93	9.68%	38.71%	19.36%	32.26%	51.61%
			American Indian/Alaska Native	21	19.05%	19.05%	23.81%	38.10%	61.91%
			White (not of Hispanic Origin)	570	10.53%	27.19%	20.18%	42.11%	62.28%
		ELP	English Language Proficient	812	10.71%	28.94%	20.57%	39.78%	60.35%
			Not English Language Proficient	55	3.64%	34.55%	23.64%	38.18%	61.82%
		SES	Economically Disadvantaged	534	8.80%	27.34%	20.04%	43.82%	63.86%
			Not Economically Disadvantaged	333	12.61%	32.43%	21.92%	33.03%	54.96%
	8	TOTAL		913	9.42%	23.66%	27.82%	39.10%	66.92%
			Gender						
			Female	328	10.67%	23.78%	27.13%	38.42%	65.55%
		Gender	Male	585	8.72%	23.59%	28.21%	39.49%	67.69%
		Ethnicity	Asian/Pacific Islander	41	14.63%	34.15%	24.39%	26.83%	51.22%
			Black (not of Hispanic Origin)	163	7.36%	16.56%	33.13%	42.95%	76.07%
			Hispanic	99	9.09%	25.25%	25.25%	40.40%	65.66%
			American Indian/Alaska Native	14	14.29%	14.29%	42.86%	28.57%	71.43%
			White (not of Hispanic Origin)	596	9.56%	24.83%	26.68%	38.93%	65.60%
		ELP	English Language Proficient	856	9.58%	23.36%	27.57%	39.49%	67.06%
			Not English Language Proficient	57	7.02%	28.07%	31.58%	33.33%	64.91%
		SES	Economically Disadvantaged	517	7.16%	20.70%	29.79%	42.36%	72.15%
			Not Economically Disadvantaged	396	12.37%	27.53%	25.25%	34.85%	60.10%

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Table 31
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level			
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced and Proficient Combined
Reading	10		TOTAL	765	11.24%	20.00%	25.23%	43.53%
			Gender					
			Female	277	15.88%	20.22%	24.55%	39.35%
			Male	488	8.61%	19.88%	25.62%	45.90%
			Ethnicity					
			Asian/Pacific Islander	37	21.62%	21.62%	27.03%	29.73%
			Black (not of Hispanic Origin)	137	10.95%	21.17%	30.66%	37.23%
			Hispanic	72	5.56%	16.67%	37.50%	40.28%
			American Indian/Alaska Native	18	5.56%	33.33%	11.11%	50.00%
			White (not of Hispanic Origin)	501	11.58%	19.56%	22.36%	46.51%
			ELP					
			English Language Proficient	717	11.58%	20.50%	24.83%	43.10%
			Not English Language Proficient	48	6.25%	12.50%	31.25%	50.00%
			SES					
			Economically Disadvantaged	395	8.35%	17.98%	25.82%	47.85%
			Not Economically Disadvantaged	370	14.32%	22.16%	24.60%	38.92%

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Table 32
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Mathematics

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	3	TOTAL		762	7.09%	15.35%	40.68%	36.88%	77.56%
			Gender						
			Female	233	6.87%	16.74%	45.49%	30.90%	76.40%
			Male	529	7.18%	14.75%	38.56%	39.51%	78.07%
		Ethnicity	Asian/Pacific Islander	40	7.50%	20.00%	35.00%	37.50%	72.50%
			Black (not of Hispanic Origin)	146	4.11%	16.44%	39.04%	40.41%	79.45%
			Hispanic	100	11.00%	14.00%	41.00%	34.00%	75.00%
			American Indian/Alaska Native	18	11.11%	11.11%	50.00%	27.78%	77.78%
			White (not of Hispanic Origin)	458	6.99%	15.07%	41.27%	36.68%	77.95%
		ELP	English Language Proficient	713	7.01%	15.29%	41.37%	36.33%	77.70%
			Not English Language Proficient	49	8.16%	16.33%	30.61%	44.90%	75.51%
		SES	Economically Disadvantaged	477	5.87%	12.58%	39.41%	42.14%	81.55%
			Not Economically Disadvantaged	285	9.12%	20.00%	42.81%	28.07%	70.88%
	4	TOTAL		816	8.82%	18.63%	34.93%	37.62%	72.55%
			Gender						
			Female	274	9.49%	16.06%	36.13%	38.32%	74.45%
			Male	542	8.49%	19.93%	34.32%	37.27%	71.59%
		Ethnicity	Asian/Pacific Islander	27	3.70%	33.33%	18.52%	44.44%	62.96%
			Black (not of Hispanic Origin)	173	8.09%	15.03%	35.26%	41.62%	76.88%
			Hispanic	104	8.65%	20.19%	37.50%	33.65%	71.15%
			American Indian/Alaska Native	21	14.29%	9.52%	33.33%	42.86%	76.19%
			White (not of Hispanic Origin)	491	9.17%	19.15%	35.23%	36.46%	71.69%
		ELP	English Language Proficient	763	8.91%	18.22%	35.39%	37.48%	72.87%
			Not English Language Proficient	53	7.55%	24.53%	28.30%	39.62%	67.93%
		SES	Economically Disadvantaged	518	7.92%	16.80%	32.43%	42.86%	75.29%
			Not Economically Disadvantaged	298	10.40%	21.81%	39.26%	28.52%	67.79%

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Table 32
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level			
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced
Mathematics	5	Gender	TOTAL	852	10.45%	17.49%	30.05%	42.02%
			Female	291	12.72%	15.81%	30.58%	40.89%
			Male	561	9.27%	18.36%	29.77%	42.60%
		Ethnicity	Asian/Pacific Islander	44	13.64%	29.55%	20.46%	36.36%
			Black (not of Hispanic Origin)	166	10.24%	9.04%	27.11%	53.61%
			Hispanic	90	11.11%	21.11%	23.33%	44.44%
			American Indian/Alaska Native	26	11.54%	23.08%	19.23%	46.15%
			White (not of Hispanic Origin)	526	10.08%	18.25%	33.46%	38.21%
		ELP	English Language Proficient	779	10.53%	17.33%	30.30%	41.85%
			Not English Language Proficient	73	9.59%	19.18%	27.40%	43.84%
		SES	Economically Disadvantaged	528	8.71%	15.15%	27.27%	48.86%
			Not Economically Disadvantaged	324	13.27%	21.30%	34.57%	30.86%
	6	Gender	TOTAL	861	11.38%	16.61%	33.91%	38.10%
			Female	310	13.55%	16.45%	30.65%	39.36%
			Male	551	10.16%	16.70%	35.75%	37.39%
		Ethnicity	Asian/Pacific Islander	24	8.33%	29.17%	37.50%	25.00%
			Black (not of Hispanic Origin)	173	10.98%	12.72%	33.53%	42.78%
			Hispanic	79	13.92%	18.99%	35.44%	31.65%
			American Indian/Alaska Native	18	.	5.56%	27.78%	66.67%
			White (not of Hispanic Origin)	567	11.64%	17.28%	33.86%	37.21%
		ELP	English Language Proficient	826	11.38%	16.83%	33.54%	38.26%
			Not English Language Proficient	35	11.43%	11.43%	42.86%	34.29%
		SES	Economically Disadvantaged	538	10.41%	13.38%	31.41%	44.80%
			Not Economically Disadvantaged	323	13.00%	21.98%	38.08%	26.94%

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Table 32

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	7	TOTAL		862	10.56%	17.29%	35.15%	37.01%	72.16%
			Gender						
			Female	312	11.54%	15.71%	40.06%	32.69%	72.76%
			Male	550	10.00%	18.18%	32.36%	39.46%	71.82%
		Ethnicity	Asian/Pacific Islander	21	19.05%	14.29%	28.57%	38.10%	66.67%
			Black (not of Hispanic Origin)	161	6.83%	17.39%	35.40%	40.37%	75.78%
			Hispanic	92	13.04%	20.65%	35.87%	30.44%	66.30%
			American Indian/Alaska Native	21	14.29%	19.05%	33.33%	33.33%	66.67%
			White (not of Hispanic Origin)	567	10.76%	16.76%	35.27%	37.21%	72.49%
		ELP	English Language Proficient	807	10.66%	17.22%	35.32%	36.80%	72.12%
			Not English Language Proficient	55	9.09%	18.18%	32.73%	40.00%	72.73%
		SES	Economically Disadvantaged	533	9.19%	15.20%	33.77%	41.84%	75.61%
			Not Economically Disadvantaged	329	12.77%	20.67%	37.39%	29.18%	66.57%
	8	TOTAL		911	9.22%	21.52%	32.93%	36.33%	69.27%
			Gender						
			Female	327	10.40%	23.55%	33.64%	32.42%	66.06%
			Male	584	8.56%	20.38%	32.53%	38.53%	71.06%
		Ethnicity	Asian/Pacific Islander	41	12.20%	21.95%	36.59%	29.27%	65.85%
			Black (not of Hispanic Origin)	163	9.20%	12.27%	34.97%	43.56%	78.53%
			Hispanic	99	8.08%	30.30%	24.24%	37.37%	61.62%
			American Indian/Alaska Native	14	14.29%	21.43%	28.57%	35.71%	64.29%
			White (not of Hispanic Origin)	594	9.09%	22.56%	33.67%	34.68%	68.35%
		ELP	English Language Proficient	854	9.49%	21.08%	32.90%	36.53%	69.44%
			Not English Language Proficient	57	5.26%	28.07%	33.33%	33.33%	66.67%
		SES	Economically Disadvantaged	515	6.80%	18.84%	32.23%	42.14%	74.37%
			Not Economically Disadvantaged	396	12.37%	25.00%	33.84%	28.79%	62.63%

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Table 32
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	10		TOTAL	764	10.47%	25.65%	27.88%	36.00%	63.87%
		Gender	Female	277	15.88%	25.27%	31.05%	27.80%	58.85%
			Male	487	7.39%	25.87%	26.08%	40.66%	66.74%
		Ethnicity	Asian/Pacific Islander	37	16.22%	32.43%	18.92%	32.43%	51.35%
			Black (not of Hispanic Origin)	137	12.41%	26.28%	25.55%	35.77%	61.31%
			Hispanic	72	5.56%	26.39%	34.72%	33.33%	68.06%
			American Indian/Alaska Native	18	5.56%	38.89%	22.22%	33.33%	55.56%
			White (not of Hispanic Origin)	500	10.40%	24.40%	28.40%	36.80%	65.20%
		ELP	English Language Proficient	716	10.75%	25.98%	27.79%	35.48%	63.27%
			Not English Language Proficient	48	6.25%	20.83%	29.17%	43.75%	72.92%
		SES	Economically Disadvantaged	394	7.87%	23.35%	26.40%	42.39%	68.78%
			Not Economically Disadvantaged	370	13.24%	28.11%	29.46%	29.19%	58.65%

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Table 33
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Science

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	4	TOTAL		814	13.39%	13.88%	19.66%	53.07%	72.73%
			Gender						
			Female	273	14.29%	9.89%	19.05%	56.78%	75.82%
			Male	541	12.94%	15.90%	19.96%	51.20%	71.17%
		Ethnicity	Asian/Pacific Islander	27	14.82%	18.52%	18.52%	48.15%	66.67%
			Black (not of Hispanic Origin)	173	12.14%	12.14%	13.87%	61.85%	75.72%
			Hispanic	103	12.62%	17.48%	25.24%	44.66%	69.90%
			American Indian/Alaska Native	21	14.29%	9.52%	14.29%	61.91%	76.19%
			White (not of Hispanic Origin)	490	13.88%	13.67%	20.82%	51.63%	72.45%
		ELP	English Language Proficient	762	13.26%	13.78%	19.55%	53.41%	72.97%
			Not English Language Proficient	52	15.39%	15.39%	21.15%	48.08%	69.23%
		SES	Economically Disadvantaged	516	11.24%	13.57%	16.47%	58.72%	75.19%
			Not Economically Disadvantaged	298	17.11%	14.43%	25.17%	43.29%	68.46%
	8	TOTAL		910	9.34%	9.89%	25.93%	54.84%	80.77%
			Gender						
			Female	326	10.12%	11.96%	24.85%	53.07%	77.91%
			Male	584	8.90%	8.73%	26.54%	55.82%	82.36%
		Ethnicity	Asian/Pacific Islander	41	12.20%	12.20%	34.15%	41.46%	75.61%
			Black (not of Hispanic Origin)	163	7.36%	7.98%	21.47%	63.19%	84.66%
			Hispanic	98	7.14%	12.25%	30.61%	50.00%	80.61%
			American Indian/Alaska Native	13	15.39%	.	38.46%	46.15%	84.62%
			White (not of Hispanic Origin)	595	9.92%	10.08%	25.55%	54.45%	80.00%
		ELP	English Language Proficient	854	9.60%	9.72%	25.64%	55.04%	80.68%
			Not English Language Proficient	56	5.36%	12.50%	30.36%	51.79%	82.14%
		SES	Economically Disadvantaged	515	6.60%	7.96%	23.50%	61.94%	85.44%
			Not Economically Disadvantaged	395	12.91%	12.41%	29.11%	45.57%	74.68%

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Table 33
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Science (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level			
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced and Proficient Combined
Science	10	Gender	TOTAL	762	8.53%	13.78%	11.94%	65.75%
			Female	275	11.64%	14.91%	11.27%	62.18%
			Male	487	6.78%	13.14%	12.32%	67.76%
		Ethnicity	Asian/Pacific Islander	37	16.22%	18.92%	5.41%	59.46%
			Black (not of Hispanic Origin)	137	9.49%	12.41%	13.14%	64.96%
			Hispanic	72	4.17%	6.94%	15.28%	73.61%
			American Indian/Alaska Native	18	5.56%	22.22%	5.56%	66.67%
			White (not of Hispanic Origin)	498	8.43%	14.46%	11.85%	65.26%
		ELP	English Language Proficient	714	8.82%	14.01%	11.91%	65.27%
			Not English Language Proficient	48	4.17%	10.42%	12.50%	72.92%
		SES	Economically Disadvantaged	394	5.84%	11.68%	10.66%	71.83%
			Not Economically Disadvantaged	368	11.41%	16.03%	13.32%	59.24%

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Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3	Autism	168	9.52%	26.79%	35.71%	27.98%	63.69%
		Cognitive Disability	349	8.02%	20.63%	36.10%	35.24%	71.35%
		Deaf-Blind	—	—	—	—	—	—
		Emotional Behavioral Disability	13	—	7.69%	46.15%	46.15%	92.31%
		Hearing Impairment	—	—	—	—	—	—
		Specific Learning Disability	36	—	—	19.44%	80.56%	100.00%
		Other Health Impairment	146	10.27%	23.97%	32.19%	33.56%	65.75%
		Orthopedic Impairment	19	26.32%	26.32%	31.58%	15.79%	47.37%
		Speech or Language Impairment	21	—	—	42.86%	57.14%	100.00%
		Traumatic Brain Injury	—	—	—	—	—	—
		Visual Impairment	—	—	—	—	—	—
		Significant Developmental Delay	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	—	—	—	—	—	—
		Not Specified	—	—	—	—	—	—
	4	Autism	196	11.74%	30.10%	31.63%	26.53%	58.16%
		Cognitive Disability	384	7.29%	28.91%	40.37%	23.44%	63.80%
		Deaf-Blind	—	—	—	—	—	—
		Emotional Behavioral Disability	13	—	0.15	0.46	0.38	0.85
		Hearing Impairment	—	—	—	—	—	—
		Specific Learning Disability	40	—	0.05	42.50%	52.50%	95.00%
		Other Health Impairment	123	13.01%	24.39%	36.59%	26.02%	62.60%
		Orthopedic Impairment	23	21.74%	17.39%	34.78%	26.09%	60.87%
		Speech or Language Impairment	21	—	4.76%	23.81%	71.43%	95.24%
		Traumatic Brain Injury	—	—	—	—	—	—
		Visual Impairment	—	—	—	—	—	—
		Significant Developmental Delay	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	—	—	—	—	—	—
		Not Specified	—	—	—	—	—	—

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	5	Autism	238	12.61%	28.99%	28.99%	29.41%	58.40%
		Cognitive Disability	409	7.34%	17.85%	40.59%	34.23%	74.82%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	14	–	0.14	21.43%	64.29%	85.71%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	30	–	–	16.67%	83.33%	100.00%
		Other Health Impairment	110	0.14	19.09%	21.82%	45.46%	67.27%
		Orthopedic Impairment	22	0.23	18.18%	31.82%	27.27%	59.09%
		Speech or Language Impairment	13	–	7.69%	30.77%	61.54%	92.31%
		Traumatic Brain Injury	–	–	–	–	–	–
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–
	6	Autism	198	11.11%	34.85%	29.80%	24.24%	54.04%
		Cognitive Disability	451	9.09%	25.94%	31.93%	33.04%	64.97%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	13	–	–	23.08%	76.92%	100.00%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	48	–	–	12.50%	87.50%	100.00%
		Other Health Impairment	109	12.84%	20.18%	24.77%	42.20%	66.97%
		Orthopedic Impairment	11	27.27%	63.64%	.	9.09%	9.09%
		Speech or Language Impairment	–	–	–	–	–	–
		Traumatic Brain Injury	11	27.27%	45.46%	18.18%	9.09%	27.27%
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	7	Autism	189	15.34%	37.57%	19.05%	28.04%	47.09%
		Cognitive Disability	459	10.02%	30.50%	23.31%	36.17%	59.48%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	15	.	6.67%	13.33%	80.00%	93.33%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	42	.	.	4.76%	95.24%	100.00%
		Other Health Impairment	109	4.59%	25.69%	18.35%	51.38%	69.73%
		Orthopedic Impairment	19	26.32%	42.11%	26.32%	5.26%	31.58%
		Speech or Language Impairment	–	–	–	–	–	–
		Traumatic Brain Injury	14	0.14	.	0.21	0.64	0.86
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–
	8	Autism	210	10.00%	35.71%	25.71%	28.57%	54.29%
		Cognitive Disability	503	9.15%	24.25%	32.21%	34.39%	66.60%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	21	.	9.52%	14.29%	76.19%	90.48%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	43	.	.	11.63%	88.37%	100.00%
		Other Health Impairment	92	9.78%	11.96%	20.65%	57.61%	78.26%
		Orthopedic Impairment	23	21.74%	13.04%	30.44%	34.78%	65.22%
		Speech or Language Impairment	–	–	–	–	–	–
		Traumatic Brain Injury	–	–	–	–	–	–
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	10	Autism	136	19.85%	28.68%	19.12%	32.35%	51.47%
		Cognitive Disability	448	10.05%	21.65%	28.35%	39.96%	68.30%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	19	.	0.11	5.26%	84.21%	89.47%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	32	.	.	6.25%	93.75%	100.00%
		Other Health Impairment	101	9.90%	7.92%	29.70%	52.48%	82.18%
		Orthopedic Impairment	12	16.67%	50.00%	16.67%	16.67%	33.33%
		Speech or Language Impairment	–	–	–	–	–	–
		Traumatic Brain Injury	–	–	–	–	–	–
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 35
Percent of Students by Grade in Each Performance Level by Disability—Mathematics

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	3	Autism	167	5.99%	20.36%	53.29%	20.36%	73.65%
		Cognitive Disability	348	6.61%	14.94%	41.95%	36.49%	78.45%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	13	–	0.08	61.54%	30.77%	92.31%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	36	–	–	5.56%	94.44%	100.00%
		Other Health Impairment	146	10.96%	13.70%	34.93%	40.41%	75.34%
		Orthopedic Impairment	19	15.79%	42.11%	15.79%	26.32%	42.11%
		Speech or Language Impairment	21	–	–	23.81%	76.19%	100.00%
		Traumatic Brain Injury	–	–	–	–	–	–
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–
	4	Autism	196	10.71%	29.08%	36.74%	23.47%	60.20%
		Cognitive Disability	384	6.77%	18.23%	38.80%	36.20%	75.00%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	13	–	–	30.77%	69.23%	100.00%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	40	–	–	25.00%	75.00%	100.00%
		Other Health Impairment	123	13.01%	13.82%	30.08%	43.09%	73.17%
		Orthopedic Impairment	23	21.74%	13.04%	30.44%	34.78%	65.22%
		Speech or Language Impairment	21	–	9.52%	4.76%	85.71%	90.48%
		Traumatic Brain Injury	–	–	–	–	–	–
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–

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Table 35
Percent of Students by Grade in Each Performance Level by Disability—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	5	Autism	237	15.19%	22.79%	36.71%	25.32%	62.03%
		Cognitive Disability	408	8.09%	15.93%	32.11%	43.87%	75.98%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	14	–	0.07	21.43%	71.43%	92.86%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	29	–	–	3.45%	96.55%	100.00%
		Other Health Impairment	110	13.64%	16.36%	18.18%	51.82%	70.00%
		Orthopedic Impairment	22	18.18%	18.18%	27.27%	36.36%	63.64%
		Speech or Language Impairment	13	–	–	15.39%	84.62%	100.00%
		Traumatic Brain Injury	–	–	–	–	–	–
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–
	6	Autism	196	12.25%	22.96%	36.22%	28.57%	64.80%
		Cognitive Disability	451	10.64%	16.63%	38.36%	34.37%	72.73%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	13	–	–	7.69%	92.31%	100.00%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	48	–	–	6.25%	93.75%	100.00%
		Other Health Impairment	108	12.04%	12.04%	30.56%	45.37%	75.93%
		Orthopedic Impairment	11	36.36%	45.46%	9.09%	9.09%	18.18%
		Speech or Language Impairment	–	–	–	–	–	–
		Traumatic Brain Injury	11	36.36%	0.27	27.27%	9.09%	36.36%
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–

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Table 35
Percent of Students by Grade in Each Performance Level by Disability—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	7	Autism	186	13.98%	26.34%	38.71%	20.97%	59.68%
		Cognitive Disability	457	9.85%	17.51%	37.86%	34.79%	72.65%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	15	–	–	13.33%	86.67%	100.00%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	42	–	–	4.76%	95.24%	100.00%
		Other Health Impairment	109	9.17%	13.76%	30.28%	46.79%	77.06%
		Orthopedic Impairment	18	33.33%	11.11%	50.00%	5.56%	55.56%
		Speech or Language Impairment	–	–	–	–	–	–
		Traumatic Brain Injury	15	0.13	–	0.20	0.67	0.87
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–
	8	Autism	209	10.53%	25.36%	39.23%	24.88%	64.12%
		Cognitive Disability	502	8.96%	24.50%	34.66%	31.87%	66.53%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	21	–	–	14.29%	85.71%	100.00%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	43	–	–	9.30%	90.70%	100.00%
		Other Health Impairment	92	8.70%	8.70%	30.44%	52.17%	82.61%
		Orthopedic Impairment	23	21.74%	30.44%	13.04%	34.78%	47.83%
		Speech or Language Impairment	–	–	–	–	–	–
		Traumatic Brain Injury	–	–	–	–	–	–
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 35
Percent of Students by Grade in Each Performance Level by Disability—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	10	Autism	136	13.24%	33.82%	30.15%	22.79%	52.94%
		Cognitive Disability	447	10.29%	27.74%	29.53%	32.44%	61.97%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	19	.	0.11	21.05%	68.42%	89.47%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	32	–	0.03	9.38%	87.50%	96.88%
		Other Health Impairment	101	10.89%	14.85%	24.75%	49.51%	74.26%
		Orthopedic Impairment	12	25.00%	50.00%	16.67%	8.33%	25.00%
		Speech or Language Impairment	–	–	–	–	–	–
		Traumatic Brain Injury	–	–	–	–	–	–
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 36
Percent of Students by Grade in Each Performance Level by Disability—Science

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	4	Autism	195	19.49%	25.13%	23.59%	31.80%	55.39%
		Cognitive Disability	383	10.18%	12.79%	22.98%	54.05%	77.02%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	13	–	–	–	100.00%	100.00%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	40	–	–	5.00%	95.00%	100.00%
		Other Health Impairment	123	18.70%	5.69%	11.38%	64.23%	75.61%
		Orthopedic Impairment	23	21.74%	17.39%	26.09%	34.78%	60.87%
		Speech or Language Impairment	21	–	4.76%	14.29%	80.95%	95.24%
		Traumatic Brain Injury	–	–	–	–	–	–
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–
	8	Autism	210	11.43%	16.67%	31.91%	40.00%	71.91%
		Cognitive Disability	502	8.37%	9.36%	28.09%	54.18%	82.27%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	21	–	–	4.76%	95.24%	100.00%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	42	–	–	7.14%	92.86%	100.00%
		Other Health Impairment	91	9.89%	3.30%	15.39%	71.43%	86.81%
		Orthopedic Impairment	23	21.74%	4.35%	30.44%	43.48%	73.91%
		Speech or Language Impairment	–	–	–	–	–	–
		Traumatic Brain Injury	–	–	–	–	–	–
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 36
Percent of Students by Grade in Each Performance Level by Disability—Science (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	10	Autism	136	16.18%	22.06%	11.77%	50.00%	61.77%
		Cognitive Disability	446	6.95%	13.45%	14.13%	65.47%	79.60%
		Deaf-Blind	–	–	–	–	–	–
		Emotional Behavioral Disability	18	–	–	11.11%	88.89%	100.00%
		Hearing Impairment	–	–	–	–	–	–
		Specific Learning Disability	32	–	–	–	100.00%	100.00%
		Other Health Impairment	101	8.91%	7.92%	6.93%	76.24%	83.17%
		Orthopedic Impairment	12	8.33%	58.33%	–	33.33%	33.33%
		Speech or Language Impairment	–	–	–	–	–	–
		Traumatic Brain Injury	–	–	–	–	–	–
		Visual Impairment	–	–	–	–	–	–
		Significant Developmental Delay	–	–	–	–	–	–
		Not IDEA Eligible or No Disability	–	–	–	–	–	–
		Not Specified	–	–	–	–	–	–

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 37
Percent of Students by Grade in Each Performance Level by Accommodation—Reading

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Reading	3	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	16	31.25%	43.75%	18.75%	0.06	25.00%
		Used Objects or Manipulatives	17	23.53%	58.82%	17.65%	.	17.65%
		Used Another DPI-Approved Accommodation	129	10.85%	30.23%	32.56%	26.36%	58.92%
		No Accommodation Used	614	7.98%	17.75%	35.99%	38.27%	74.27%
	4	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	26	15.39%	38.46%	30.77%	15.39%	46.15%
		Used Objects or Manipulatives	13	30.77%	38.46%	23.08%	7.69%	30.77%
		Used Another DPI-Approved Accommodation	132	12.88%	25.00%	33.33%	28.79%	62.12%
		No Accommodation Used	662	8.16%	25.98%	38.22%	27.64%	65.86%
	5	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	18	27.78%	38.89%	22.22%	11.11%	33.33%
		Used Objects or Manipulatives	10	50.00%	40.00%	10.00%	–	10.00%
		Used Another DPI-Approved Accommodation	151	15.23%	19.87%	32.45%	32.45%	64.90%
		No Accommodation Used	685	8.61%	19.56%	33.87%	37.96%	71.83%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 37
Percent of Students by Grade in Each Performance Level by Accommodation—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Reading	6	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	32	21.88%	65.63%	12.50%	–	12.50%
		Used Objects or Manipulatives	17	17.65%	70.59%	11.77%	–	11.77%
		Used Another DPI-Approved Accommodation	114	15.79%	25.44%	22.81%	35.97%	58.77%
		No Accommodation Used	719	8.76%	24.20%	29.90%	37.14%	67.04%
	7	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	21	23.81%	42.86%	28.57%	4.76%	33.33%
		Used Objects or Manipulatives	–	–	–	–	–	–
		Used Another DPI-Approved Accommodation	124	7.26%	33.07%	21.77%	37.90%	59.68%
		No Accommodation Used	722	10.39%	28.26%	20.36%	41.00%	61.36%
	8	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	14	50.00%	35.71%	14.29%	–	14.29%
		Used Objects or Manipulatives	11	36.36%	45.46%	18.18%	–	18.18%
		Used Another DPI-Approved Accommodation	117	7.69%	27.35%	32.48%	32.48%	64.96%
		No Accommodation Used	775	8.65%	22.71%	27.48%	41.16%	68.65%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 37
Percent of Students by Grade in Each Performance Level by Accommodation—Reading (continued)

			Percent of Students in Each Performance Level					
				WAA-SwD				WAA-SwD
			Sample	Minimal	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
Content	Grade	Subgroup	Size	Performance	Basic	Proficient	Advanced	Proficient and Advanced Combined
Reading	10	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	17	47.06%	29.41%	11.77%	11.77%	23.53%
		Used Objects or Manipulatives	10	70.00%	30.00%	–	–	–
		Used Another DPI-Approved Accommodation	50	16.00%	16.00%	34.00%	34.00%	68.00%
		No Accommodation Used	695	9.78%	20.00%	25.04%	45.18%	70.22%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 38
Percent of Students by Grade in Each Performance Level by Accommodation—Mathematics

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Mathematics	3	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	17	5.88%	41.18%	41.18%	0.12	52.94%
		Used Objects or Manipulatives	55	9.09%	27.27%	49.09%	14.55%	63.64%
		Used Another DPI-Approved Accommodation	130	6.92%	23.85%	38.46%	30.77%	69.23%
		No Accommodation Used	585	6.84%	12.48%	41.20%	39.49%	80.68%
	4	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	28	10.71%	32.14%	42.86%	14.29%	57.14%
		Used Objects or Manipulatives	61	8.20%	29.51%	36.07%	26.23%	62.30%
		Used Another DPI-Approved Accommodation	134	9.70%	21.64%	29.10%	39.55%	68.66%
		No Accommodation Used	625	8.32%	17.12%	35.68%	38.88%	74.56%
	5	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	26	19.23%	34.62%	38.46%	7.69%	46.15%
		Used Objects or Manipulatives	51	13.73%	35.29%	27.45%	23.53%	50.98%
		Used Another DPI-Approved Accommodation	153	13.73%	19.61%	26.80%	39.87%	66.67%
		No Accommodation Used	642	9.81%	15.27%	30.53%	44.39%	74.92%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 38
Percent of Students by Grade in Each Performance Level by Accommodation—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Mathematics	6	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	31	22.58%	45.16%	32.26%	.	32.26%
		Used Objects or Manipulatives	40	15.00%	27.50%	42.50%	15.00%	57.50%
		Used Another DPI-Approved Accommodation	113	15.04%	16.81%	33.63%	34.51%	68.14%
		No Accommodation Used	696	10.49%	15.66%	34.05%	39.80%	73.85%
	7	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	15	0.27	0.27	0.40	0.07	0.47
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	25	20.00%	36.00%	40.00%	4.00%	44.00%
		Used Objects or Manipulatives	42	26.19%	21.43%	35.71%	16.67%	52.38%
		Used Another DPI-Approved Accommodation	120	10.00%	20.00%	39.17%	30.83%	70.00%
		No Accommodation Used	682	9.38%	16.13%	34.16%	40.32%	74.49%
	8	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	16	43.75%	37.50%	12.50%	6.25%	18.75%
		Used Objects or Manipulatives	38	23.68%	39.47%	23.68%	13.16%	36.84%
		Used Another DPI-Approved Accommodation	120	7.50%	25.00%	35.00%	32.50%	67.50%
		No Accommodation Used	753	8.50%	20.19%	32.94%	38.38%	71.32%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 38
Percent of Students by Grade in Each Performance Level by Accommodation—Mathematics (continued)

		Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD				WAA-SwD Proficient and Advanced Combined
				Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Content	Grade							
Mathematics	10	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	18	33.33%	33.33%	16.67%	16.67%	33.33%
		Used Objects or Manipulatives	45	26.67%	24.44%	42.22%	6.67%	48.89%
		Used Another DPI-Approved Accommodation	47	12.77%	29.79%	25.53%	31.92%	57.45%
		No Accommodation Used	655	9.01%	25.04%	27.48%	38.47%	65.95%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 39
Percent of Students by Grade in Each Performance Level by Accommodation—Science

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	4	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	22	31.82%	31.82%	18.18%	18.18%	36.36%
		Used Objects or Manipulatives	11	54.55%	.	27.27%	18.18%	45.46%
		Used Another DPI-Approved Accommodation	131	16.03%	13.74%	19.08%	51.15%	70.23%
		No Accommodation Used	658	12.01%	13.22%	20.21%	54.56%	74.77%
	8	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	14	57.14%	21.43%	14.29%	0.07	21.43%
		Used Objects or Manipulatives	12	41.67%	41.67%	.	16.67%	16.67%
		Used Another DPI-Approved Accommodation	123	6.50%	9.76%	33.33%	50.41%	83.74%
		No Accommodation Used	764	8.51%	9.56%	24.74%	57.20%	81.94%
	10	Used Translation	–	–	–	–	–	–
		Signed Test Questions and Content to Student	–	–	–	–	–	–
		Used Braille	–	–	–	–	–	–
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	16	50.00%	37.50%	6.25%	6.25%	12.50%
		Used Objects or Manipulatives	–	–	–	–	–	–
		Used Another DPI-Approved Accommodation	46	8.70%	17.39%	6.52%	67.39%	73.91%
		No Accommodation Used	689	7.40%	13.06%	12.19%	67.34%	79.54%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 40
Classification Consistency and Accuracy

Content	Grade	Probability of Correct Classification	Probability of Misclassification	Probability of Correct Classification By Chance	Kappa	Probability of Accuracy	Probability of False Positive Error	Probability of False Negative Error
Reading	3	0.62	0.38	0.30	0.46	0.71	0.12	0.18
	4	0.66	0.34	0.34	0.49	0.76	0.20	0.05
	5	0.63	0.37	0.29	0.48	0.71	0.11	0.18
	6	0.67	0.33	0.28	0.55	0.76	0.09	0.15
	7	0.72	0.28	0.29	0.61	0.80	0.09	0.11
	8	0.69	0.31	0.29	0.56	0.78	0.09	0.13
	10	0.65	0.35	0.29	0.50	0.74	0.09	0.17
Mathematics	3	0.67	0.33	0.32	0.51	0.76	0.08	0.15
	4	0.70	0.30	0.30	0.58	0.79	0.08	0.13
	5	0.73	0.27	0.31	0.62	0.82	0.07	0.11
	6	0.73	0.27	0.29	0.62	0.82	0.07	0.11
	7	0.73	0.27	0.29	0.62	0.81	0.08	0.11
	8	0.74	0.26	0.29	0.64	0.82	0.08	0.10
	10	0.72	0.28	0.28	0.61	0.80	0.09	0.11
Science	4	0.78	0.22	0.37	0.66	0.85	0.06	0.09
	8	0.77	0.23	0.39	0.63	0.85	0.05	0.10
	10	0.84	0.16	0.48	0.70	0.89	0.04	0.06

Table 41
Longitudinal Total Group Means and Standard Deviations for All Content Areas by Grade

Content	Grade	2007–08 Raw Score		2008–09 Raw Score		2009–10 Raw Score		2010–11 Raw Score		2011–12 Raw Score		2012–13 Raw Score		2013–14 Raw Score	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Reading	3	20.75	9.00	20.68	8.31	20.13	8.61	19.79	8.45	20.32	7.86	20.21	7.94	20.96	7.59
	4	22.63	9.01	21.70	8.44	22.43	7.67	21.66	8.29	21.64	8.32	21.88	8.06	21.82	7.92
	5	21.78	9.32	20.98	9.36	21.21	8.77	21.76	8.09	21.53	8.43	21.44	8.59	21.29	8.37
	6	21.48	9.02	20.84	8.96	20.69	9.35	21.19	8.76	21.74	7.90	20.93	8.77	21.06	8.56
	7	21.17	9.40	21.54	9.14	21.33	9.12	20.89	9.26	21.01	8.86	21.42	8.40	21.00	8.52
	8	19.59	9.38	20.00	9.10	20.99	9.00	20.41	9.00	20.44	8.95	20.65	8.85	20.98	8.19
	10	19.61	9.36	20.25	8.94	19.91	8.79	20.02	8.95	21.61	7.74	21.31	8.25	21.29	8.22
Mathematics	3	21.83	10.55	22.36	9.50	21.75	9.81	21.42	9.61	22.01	9.00	21.63	9.14	22.77	8.62
	4	22.98	10.29	22.50	9.83	23.25	9.07	22.33	9.54	22.44	9.49	22.70	9.05	22.59	9.03
	5	22.48	10.51	22.10	10.42	22.22	9.90	23.31	9.20	23.07	9.29	23.08	9.45	22.87	9.35
	6	22.70	10.14	22.37	10.09	21.95	10.52	22.97	9.84	23.31	8.93	22.55	9.87	22.88	9.65
	7	22.64	10.46	22.68	10.15	22.40	10.36	21.29	10.15	21.32	9.74	21.59	9.37	21.70	9.43
	8	21.36	10.94	21.67	10.58	21.27	10.17	21.40	10.01	21.12	9.99	21.26	9.90	21.68	9.33
	10	18.96	10.10	19.51	9.71	18.85	9.13	18.90	9.30	20.49	8.44	20.30	8.97	20.24	8.96
Science	4	26.42	12.40	27.67	11.14	28.33	10.24	27.32	11.09	27.59	11.05	27.73	10.52	27.64	10.46
	8	27.84	12.54	29.06	12.05	29.28	11.52	29.45	11.50	29.45	11.49	29.22	11.62	29.98	10.34
	10	27.92	12.72	29.22	12.16	29.31	11.80	29.12	11.99	30.86	10.43	30.52	10.81	30.55	10.73

Some items appearing in the test forms at all grade levels and for all content areas have been revised/alterd/added across administrations, thus comparisons of statistics must be done with caution.

Table 41
Longitudinal Total Group Means and Standard Deviations for All Content Areas by Grade (continued)

Content	Grade	Difference between 2008–09 and 2007–08		Difference between 2009–10 and 2008–09		Difference between 2010–11 and 2009–10		Difference between 2011–12 and 2010–11		Difference between 2012–13 and 2011–12		Difference between 2013–14 and 2012–13		Difference between 2013–14 and 2007–08	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Reading	3	-0.06	-0.69	-0.55	0.30	-0.35	-0.16	0.53	-0.58	-0.10	0.07	0.75	-0.35	0.21	-1.40
	4	-0.93	-0.56	0.73	-0.77	-0.77	0.62	-0.03	0.03	0.24	-0.25	-0.06	-0.14	-0.82	-1.08
	5	-0.80	0.04	0.22	-0.59	0.56	-0.69	-0.23	0.34	-0.09	0.17	-0.15	-0.23	-0.49	-0.95
	6	-0.64	-0.06	-0.15	0.40	0.50	-0.59	0.55	-0.86	-0.81	0.87	0.14	-0.21	-0.42	-0.46
	7	0.37	-0.26	-0.21	-0.02	-0.45	0.14	0.13	-0.40	0.41	-0.47	-0.42	0.12	-0.17	-0.88
	8	0.41	-0.28	0.99	-0.10	-0.58	0.00	0.03	-0.06	0.21	-0.10	0.33	-0.66	1.39	-1.19
	10	0.64	-0.42	-0.34	-0.15	0.12	0.16	1.59	-1.21	-0.30	0.50	-0.02	-0.03	1.68	-1.14
Mathematics	3	0.54	-1.05	-0.62	0.30	-0.32	-0.20	0.58	-0.61	-0.37	0.14	1.13	-0.52	0.94	-1.93
	4	-0.48	-0.46	0.75	-0.76	-0.92	0.47	0.11	-0.05	0.27	-0.44	-0.12	-0.02	-0.40	-1.26
	5	-0.38	-0.09	0.13	-0.52	1.09	-0.70	-0.25	0.09	0.01	0.16	-0.21	-0.10	0.39	-1.16
	6	-0.33	-0.05	-0.42	0.43	1.02	-0.68	0.34	-0.90	-0.76	0.94	0.33	-0.22	0.18	-0.49
	7	0.04	-0.31	-0.28	0.21	-1.11	-0.21	0.03	-0.41	0.27	-0.37	0.11	0.06	-0.94	-1.03
	8	0.30	-0.37	-0.39	-0.41	0.13	-0.15	-0.28	-0.03	0.14	-0.09	0.42	-0.57	0.32	-1.61
	10	0.54	-0.39	-0.66	-0.57	0.05	0.16	1.60	-0.85	-0.20	0.53	-0.06	-0.01	1.27	-1.14
Science	4	1.24	-1.26	0.66	-0.90	-1.01	0.85	0.27	-0.04	0.14	-0.53	-0.08	-0.07	1.22	-1.95
	8	1.22	-0.49	0.22	-0.53	0.18	-0.02	-0.01	-0.01	-0.23	0.14	0.76	-1.28	2.14	-2.20
	10	1.30	-0.55	0.09	-0.36	-0.19	0.19	1.74	-1.56	-0.34	0.38	0.03	-0.08	2.63	-1.99

Some items appearing in the test forms at all grade levels and for all content areas have been revised/alterd/added across administrations, thus comparisons of statistics must be done with caution.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading

			Grade 3						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Reading	Gender	Female	33.70%	32.78%	33.88%	34.37%	32.91%	32.40%	30.50%
		Male	66.19%	67.22%	65.99%	65.63%	67.09%	67.47%	69.50%
	Ethnicity	Asian/Pacific Islander	2.96%	3.56%	2.16%	3.46%	5.57%	3.32%	5.24%
		Black (not of Hispanic Origin)	15.26%	16.75%	17.13%	19.69%	21.01%	20.66%	19.24%
		Hispanic	10.98%	9.98%	10.53%	9.31%	10.25%	13.01%	13.09%
		American Indian/Alaska Native	2.20%	1.19%	1.27%	2.03%	3.17%	2.17%	2.36%
		White (not of Hispanic Origin)	67.95%	68.53%	68.78%	65.51%	60.00%	60.71%	60.08%
	Primary Disability	Autism	6.48%	21.85%	21.19%	21.96%	27.09%	24.36%	21.99%
		Cognitive Disability	18.00%	42.52%	43.27%	43.56%	43.80%	42.47%	45.68%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.43%	2.14%	2.16%	0.96%	1.77%	1.79%	1.70%
		Hearing Impairment	0.33%	0.36%	0.38%	0.36%	0.38%	0.51%	0.00%
		Specific Learning Disability	4.83%	4.28%	4.06%	3.58%	3.92%	5.36%	4.71%
		Other Health Impairment	7.46%	12.47%	14.34%	15.04%	15.70%	16.96%	19.11%
		Orthopedic Impairment	1.21%	3.09%	1.78%	1.79%	2.41%	2.93%	2.49%
		Speech or Language Impairment	1.54%	2.49%	3.05%	3.10%	2.66%	3.32%	2.75%
		Traumatic Brain Injury	0.00%	0.71%	1.40%	1.19%	1.01%	1.02%	0.00%
		Visual Impairment	0.22%	0.24%	0.38%	0.24%	0.38%	0.26%	0.00%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	5.58%	4.19%	6.33%	0.76%	0.77%	0.00%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 3					
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13
Reading	Gender	Female	-0.92%	1.10%	0.48%	-1.46%	-0.51%	-1.90%
		Male	1.03%	-1.23%	-0.36%	1.46%	0.39%	2.03%
	Ethnicity	Asian/Pacific Islander	0.60%	-1.41%	1.30%	2.11%	-2.25%	1.92%
		Black (not of Hispanic Origin)	1.49%	0.39%	2.56%	1.32%	-0.35%	-1.42%
		Hispanic	-1.00%	0.56%	-1.23%	0.95%	2.76%	0.08%
		American Indian/Alaska Native	-1.01%	0.08%	0.76%	1.14%	-1.00%	0.19%
		White (not of Hispanic Origin)	0.58%	0.25%	-3.27%	-5.51%	0.71%	-0.63%
	Primary Disability	Autism	15.38%	-0.66%	0.76%	5.13%	-2.73%	-2.37%
		Cognitive Disability	24.52%	0.76%	0.28%	0.24%	-1.32%	3.21%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.71%	0.02%	-1.20%	0.82%	0.01%	-0.08%
		Hearing Impairment	0.03%	0.03%	-0.02%	0.02%	0.13%	-0.51%
		Specific Learning Disability	-0.55%	-0.22%	-0.48%	0.34%	1.43%	-0.65%
		Other Health Impairment	5.01%	1.87%	0.70%	0.66%	1.27%	2.15%
		Orthopedic Impairment	1.88%	-1.31%	0.01%	0.62%	0.53%	-0.45%
		Speech or Language Impairment	0.96%	0.55%	0.06%	-0.45%	0.66%	-0.57%
		Traumatic Brain Injury	0.71%	0.68%	-0.20%	-0.18%	0.01%	-1.02%
		Visual Impairment	0.02%	0.14%	-0.14%	0.14%	-0.13%	-0.26%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	5.58%	-1.39%	2.14%	-5.57%	0.01%	-0.77%

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The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

			Grade 4						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Reading	Gender	Female	33.15%	37.33%	33.10%	32.72%	35.62%	33.61%	33.62%
		Male	66.63%	62.67%	66.90%	67.28%	64.38%	66.39%	66.38%
	Ethnicity	Asian/Pacific Islander	3.02%	2.75%	4.01%	2.20%	3.03%	5.40%	3.30%
		Black (not of Hispanic Origin)	20.83%	18.35%	16.96%	17.58%	21.19%	18.97%	21.27%
		Hispanic	9.41%	8.12%	9.19%	9.89%	7.68%	10.68%	12.71%
		American Indian/Alaska Native	1.46%	1.62%	1.41%	1.83%	1.75%	3.48%	2.57%
		White (not of Hispanic Origin)	64.61%	69.16%	68.43%	68.50%	66.12%	61.47%	60.15%
	Primary Disability	Autism	12.77%	17.85%	21.67%	21.37%	22.47%	27.97%	23.96%
		Cognitive Disability	37.40%	46.82%	47.23%	45.18%	49.83%	44.66%	46.94%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	2.13%	2.00%	3.18%	1.22%	1.63%	1.68%	1.59%
		Hearing Impairment	0.56%	0.75%	0.47%	0.73%	0.35%	0.60%	0.00%
		Specific Learning Disability	10.19%	5.24%	2.95%	5.01%	4.42%	4.32%	4.89%
		Other Health Impairment	11.20%	13.73%	11.07%	12.94%	15.13%	14.29%	15.04%
		Orthopedic Impairment	1.57%	2.12%	2.71%	1.95%	1.28%	2.76%	2.81%
		Speech or Language Impairment	2.13%	2.25%	2.00%	0.86%	2.33%	1.80%	2.57%
		Traumatic Brain Injury	0.56%	0.38%	0.71%	1.10%	1.40%	0.84%	0.00%
		Visual Impairment	0.11%	0.25%	0.24%	0.37%	0.35%	0.48%	0.00%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.62%	5.30%	6.72%	0.70%	0.36%	0.00%

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

			Grade 4						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Reading	Gender	Female	4.18%	-4.23%	-0.37%	2.90%	-2.01%	0.01%	0.47%
		Male	-3.96%	4.23%	0.38%	-2.90%	2.01%	-0.01%	-0.25%
	Ethnicity	Asian/Pacific Islander	-0.28%	1.26%	-1.81%	0.83%	2.38%	-2.10%	0.28%
		Black (not of Hispanic Origin)	-2.48%	-1.39%	0.62%	3.61%	-2.22%	2.30%	0.44%
		Hispanic	-1.29%	1.07%	0.70%	-2.21%	3.00%	2.03%	3.31%
		American Indian/Alaska Native	0.17%	-0.21%	0.42%	-0.09%	1.74%	-0.91%	1.11%
		White (not of Hispanic Origin)	4.55%	-0.73%	0.07%	-2.38%	-4.66%	-1.32%	-4.47%
	Primary Disability	Autism	5.09%	3.82%	-0.31%	1.10%	5.50%	-4.01%	11.20%
		Cognitive Disability	9.41%	0.42%	-2.06%	4.65%	-5.17%	2.29%	9.54%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	-0.13%	1.18%	-1.96%	0.41%	0.05%	-0.09%	-0.54%
		Hearing Impairment	0.19%	-0.28%	0.26%	-0.38%	0.25%	-0.60%	-0.56%
		Specific Learning Disability	-4.95%	-2.30%	2.06%	-0.58%	-0.10%	0.57%	-5.30%
		Other Health Impairment	2.54%	-2.66%	1.87%	2.19%	-0.85%	0.75%	3.84%
		Orthopedic Impairment	0.55%	0.59%	-0.76%	-0.67%	1.48%	0.05%	1.24%
		Speech or Language Impairment	0.12%	-0.25%	-1.15%	1.47%	-0.53%	0.77%	0.44%
		Traumatic Brain Injury	-0.19%	0.33%	0.39%	0.30%	-0.56%	-0.84%	-0.56%
		Visual Impairment	0.14%	-0.01%	0.13%	-0.02%	0.13%	-0.48%	-0.11%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.62%	0.68%	1.42%	-6.02%	-0.34%	-0.36%	0.00%

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

			Grade 5						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Reading	Gender	Female	35.53%	33.91%	35.53%	33.18%	33.91%	35.04%	34.15%
		Male	64.36%	66.10%	64.47%	66.83%	66.09%	64.96%	65.85%
	Ethnicity	Asian/Pacific Islander	3.58%	3.30%	2.79%	3.79%	2.48%	3.22%	5.15%
		Black (not of Hispanic Origin)	18.11%	21.24%	19.29%	16.83%	19.31%	20.02%	19.53%
		Hispanic	8.54%	7.65%	7.49%	10.43%	10.52%	8.70%	10.64%
		American Indian/Alaska Native	1.62%	1.85%	0.89%	2.13%	2.10%	2.27%	3.04%
		White (not of Hispanic Origin)	67.82%	65.96%	69.54%	66.83%	65.59%	65.79%	61.64%
	Primary Disability	Autism	15.34%	16.10%	16.75%	22.63%	22.77%	23.12%	27.84%
		Cognitive Disability	42.91%	50.13%	51.14%	48.82%	52.60%	50.42%	47.84%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	2.31%	2.38%	1.65%	2.25%	1.24%	1.31%	1.64%
		Hearing Impairment	0.69%	0.26%	0.64%	0.12%	0.50%	0.36%	0.00%
		Specific Learning Disability	9.46%	5.28%	4.57%	3.32%	5.69%	4.77%	3.51%
		Other Health Impairment	10.38%	12.40%	12.31%	10.78%	12.25%	14.42%	12.87%
		Orthopedic Impairment	2.08%	3.03%	1.90%	3.08%	1.98%	1.55%	2.57%
		Speech or Language Impairment	1.96%	1.32%	1.27%	0.95%	0.50%	1.79%	1.52%
		Traumatic Brain Injury	0.81%	0.66%	0.38%	0.59%	1.73%	1.43%	0.00%
		Visual Impairment	0.00%	0.13%	0.25%	0.36%	0.12%	0.24%	0.00%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	5.67%	5.46%	4.74%	0.50%	0.12%	0.00%

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

			Grade 5						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
	Gender	Female	-1.62%	1.63%	-2.36%	0.74%	1.13%	-0.89%	-1.37%
		Male	1.74%	-1.63%	2.36%	-0.74%	-1.13%	0.89%	1.49%
	Ethnicity	Asian/Pacific Islander	-0.28%	-0.51%	1.00%	-1.32%	0.74%	1.93%	1.57%
		Black (not of Hispanic Origin)	3.13%	-1.95%	-2.46%	2.48%	0.72%	-0.49%	1.42%
		Hispanic	-0.88%	-0.17%	2.94%	0.09%	-1.82%	1.94%	2.11%
		American Indian/Alaska Native	0.23%	-0.96%	1.25%	-0.03%	0.16%	0.78%	1.43%
		White (not of Hispanic Origin)	-1.86%	3.58%	-2.72%	-1.23%	0.20%	-4.16%	-6.18%
Reading	Primary Disability	Autism	0.76%	0.66%	5.88%	0.14%	0.35%	4.71%	12.50%
		Cognitive Disability	7.23%	1.01%	-2.33%	3.78%	-2.18%	-2.58%	4.93%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.07%	-0.73%	0.60%	-1.01%	0.07%	0.33%	-0.67%
		Hearing Impairment	-0.43%	0.37%	-0.52%	0.38%	-0.14%	-0.36%	-0.69%
		Specific Learning Disability	-4.18%	-0.71%	-1.25%	2.38%	-0.93%	-1.26%	-5.95%
		Other Health Impairment	2.02%	-0.09%	-1.53%	1.47%	2.17%	-1.56%	2.48%
		Orthopedic Impairment	0.96%	-1.13%	1.18%	-1.10%	-0.43%	1.02%	0.50%
		Speech or Language Impairment	-0.64%	-0.05%	-0.32%	-0.45%	1.29%	-0.27%	-0.44%
		Traumatic Brain Injury	-0.15%	-0.28%	0.21%	1.14%	-0.30%	-1.43%	-0.81%
		Visual Impairment	0.13%	0.12%	0.10%	-0.23%	0.11%	-0.24%	0.00%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	5.67%	-0.22%	-0.72%	-4.24%	-0.38%	-0.12%	0.00%

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

			Grade 6						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Reading	Gender	Female	34.72%	37.01%	34.88%	35.82%	34.17%	34.71%	36.00%
		Male	65.16%	62.99%	64.99%	64.18%	65.83%	65.29%	64.01%
	Ethnicity	Asian/Pacific Islander	3.94%	4.29%	3.58%	1.96%	3.52%	3.57%	2.78%
		Black (not of Hispanic Origin)	19.68%	17.27%	20.42%	19.80%	17.25%	16.74%	20.02%
		Hispanic	7.18%	7.92%	7.16%	9.05%	10.67%	10.60%	9.14%
		American Indian/Alaska Native	1.16%	1.04%	2.26%	1.47%	1.59%	1.79%	2.08%
		White (not of Hispanic Origin)	67.59%	69.48%	66.45%	67.73%	66.97%	67.30%	65.97%
	Primary Disability	Autism	14.47%	16.88%	16.18%	16.02%	22.70%	22.52%	22.92%
		Cognitive Disability	44.68%	51.82%	54.38%	50.86%	53.46%	52.42%	52.20%
		Deaf-Blind	0.00%	0.00%	0.13%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	2.89%	1.82%	1.72%	1.96%	2.38%	1.82%	1.51%
		Hearing Impairment	1.04%	0.39%	0.40%	0.49%	0.11%	0.73%	0.00%
		Specific Learning Disability	7.41%	4.94%	4.24%	5.75%	4.31%	4.96%	5.56%
		Other Health Impairment	8.68%	11.95%	12.20%	11.49%	11.35%	12.23%	12.62%
		Orthopedic Impairment	2.32%	2.08%	2.12%	1.59%	2.72%	2.18%	1.27%
		Speech or Language Impairment	0.81%	1.43%	0.40%	0.86%	1.14%	0.61%	0.00%
		Traumatic Brain Injury	0.35%	0.91%	0.93%	0.61%	1.02%	1.57%	1.27%
		Visual Impairment	0.23%	0.00%	0.13%	0.37%	0.45%	0.24%	0.00%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.68%	4.38%	7.95%	0.34%	0.48%	0.00%

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

			Grade 6						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
	Gender	Female	2.29%	-2.13%	0.94%	-1.65%	0.54%	1.29%	1.27%
		Male	-2.17%	2.00%	-0.81%	1.65%	-0.54%	-1.29%	-1.16%
	Ethnicity	Asian/Pacific Islander	0.35%	-0.71%	-1.63%	1.56%	0.05%	-0.79%	-1.16%
		Black (not of Hispanic Origin)	-2.40%	3.15%	-0.62%	-2.55%	-0.51%	3.28%	0.35%
		Hispanic	0.75%	-0.76%	1.88%	1.62%	-0.07%	-1.46%	1.97%
		American Indian/Alaska Native	-0.12%	1.22%	-0.79%	0.12%	0.20%	0.30%	0.93%
		White (not of Hispanic Origin)	1.89%	-3.04%	1.28%	-0.76%	0.33%	-1.33%	-1.62%
Reading	Primary Disability	Autism	2.42%	-0.70%	-0.17%	6.69%	-0.18%	0.40%	8.45%
		Cognitive Disability	7.14%	2.56%	-3.52%	2.61%	-1.04%	-0.22%	7.52%
		Deaf-Blind	0.00%	0.13%	-0.13%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	-1.08%	-0.09%	0.23%	0.43%	-0.57%	-0.31%	-1.39%
		Hearing Impairment	-0.65%	0.01%	0.09%	-0.38%	0.61%	-0.73%	-1.04%
		Specific Learning Disability	-2.47%	-0.69%	1.50%	-1.43%	0.65%	0.59%	-1.85%
		Other Health Impairment	3.27%	0.25%	-0.71%	-0.14%	0.88%	0.39%	3.94%
		Orthopedic Impairment	-0.24%	0.04%	-0.53%	1.14%	-0.55%	-0.91%	-1.04%
		Speech or Language Impairment	0.62%	-1.03%	0.46%	0.28%	-0.53%	-0.61%	-0.81%
		Traumatic Brain Injury	0.56%	0.02%	-0.32%	0.41%	0.55%	-0.30%	0.93%
		Visual Impairment	-0.23%	0.13%	0.23%	0.09%	-0.21%	-0.24%	-0.23%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.68%	-0.30%	3.57%	-7.61%	0.14%	-0.48%	0.00%

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

			Grade 7						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Reading	Gender	Female	34.36%	38.39%	38.13%	33.87%	37.17%	37.76%	35.99%
		Male	65.64%	61.61%	61.87%	66.13%	62.83%	62.24%	64.01%
	Ethnicity	Asian/Pacific Islander	2.26%	3.44%	4.04%	3.86%	2.14%	3.78%	2.42%
		Black (not of Hispanic Origin)	16.77%	19.01%	16.16%	19.18%	19.95%	16.02%	18.69%
		Hispanic	8.44%	7.27%	8.08%	8.84%	8.91%	8.33%	10.73%
		American Indian/Alaska Native	1.31%	0.89%	1.52%	2.12%	1.66%	1.95%	2.42%
		White (not of Hispanic Origin)	70.87%	69.39%	70.20%	66.00%	67.34%	69.79%	65.74%
	Primary Disability	Autism	13.08%	16.84%	16.29%	17.19%	17.70%	22.55%	21.80%
		Cognitive Disability	50.42%	54.85%	56.82%	51.31%	57.36%	54.24%	52.94%
		Deaf-Blind	0.00%	0.00%	0.00%	0.13%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.90%	2.04%	1.89%	2.12%	2.38%	2.57%	1.73%
		Hearing Impairment	1.19%	0.89%	0.51%	0.13%	0.83%	0.11%	0.00%
		Specific Learning Disability	6.66%	5.10%	4.67%	5.48%	5.11%	4.91%	4.84%
		Other Health Impairment	6.54%	10.08%	11.36%	11.71%	13.54%	11.16%	12.57%
		Orthopedic Impairment	2.50%	1.91%	2.27%	2.12%	1.78%	2.57%	2.19%
		Speech or Language Impairment	0.95%	0.51%	0.76%	0.37%	0.24%	0.56%	0.00%
		Traumatic Brain Injury	0.48%	0.26%	0.76%	0.50%	0.48%	0.78%	1.62%
		Visual Impairment	0.36%	0.38%	0.00%	0.13%	0.36%	0.22%	0.00%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	3.57%	3.41%	5.98%	0.00%	0.34%	0.00%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

			Grade 7						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Reading	Gender	Female	4.03%	-0.26%	-4.26%	3.30%	0.59%	-1.77%	1.62%
		Male	-4.03%	0.26%	4.26%	-3.30%	-0.59%	1.77%	-1.62%
	Ethnicity	Asian/Pacific Islander	1.19%	0.60%	-0.18%	-1.72%	1.64%	-1.35%	0.16%
		Black (not of Hispanic Origin)	2.24%	-2.84%	3.02%	0.77%	-3.94%	2.67%	1.92%
		Hispanic	-1.17%	0.81%	0.76%	0.06%	-0.57%	2.39%	2.29%
		American Indian/Alaska Native	-0.42%	0.62%	0.60%	-0.45%	0.29%	0.47%	1.11%
		White (not of Hispanic Origin)	-1.48%	0.81%	-4.20%	1.34%	2.45%	-4.05%	-5.12%
	Primary Disability	Autism	3.76%	-0.55%	0.90%	0.51%	4.85%	-0.75%	8.72%
		Cognitive Disability	4.43%	1.97%	-5.51%	6.06%	-3.12%	-1.30%	2.53%
		Deaf-Blind	0.00%	0.00%	0.13%	-0.13%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.14%	-0.15%	0.22%	0.26%	0.19%	-0.84%	-0.17%
		Hearing Impairment	-0.30%	-0.39%	-0.38%	0.71%	-0.72%	-0.11%	-1.19%
		Specific Learning Disability	-1.56%	-0.43%	0.81%	-0.37%	-0.20%	-0.07%	-1.82%
		Other Health Impairment	3.54%	1.29%	0.34%	1.83%	-2.38%	1.41%	6.03%
		Orthopedic Impairment	-0.58%	0.36%	-0.16%	-0.34%	0.79%	-0.38%	-0.31%
		Speech or Language Impairment	-0.44%	0.25%	-0.38%	-0.14%	0.32%	-0.56%	-0.95%
		Traumatic Brain Injury	-0.22%	0.50%	-0.26%	-0.02%	0.31%	0.83%	1.14%
		Visual Impairment	0.03%	-0.38%	0.13%	0.23%	-0.13%	-0.22%	-0.36%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	3.57%	-0.16%	2.57%	-5.98%	0.34%	-0.34%	0.00%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

			Grade 8						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Reading	Gender	Female	36.10%	36.63%	38.34%	38.11%	35.85%	36.76%	35.93%
		Male	63.79%	63.37%	61.67%	61.89%	64.15%	63.24%	64.07%
	Ethnicity	Asian/Pacific Islander	3.29%	2.48%	3.41%	4.23%	4.08%	2.85%	4.49%
		Black (not of Hispanic Origin)	19.52%	16.46%	17.40%	17.81%	19.41%	18.84%	17.85%
		Hispanic	7.83%	7.18%	6.94%	8.47%	8.78%	9.02%	10.84%
		American Indian/Alaska Native	1.36%	1.73%	0.88%	1.74%	2.10%	1.83%	1.53%
		White (not of Hispanic Origin)	67.54%	72.15%	71.38%	67.75%	65.51%	67.35%	65.28%
	Primary Disability	Autism	14.76%	15.35%	16.27%	15.44%	18.17%	18.72%	23.00%
		Cognitive Disability	49.38%	58.66%	57.88%	54.67%	56.49%	57.31%	55.09%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.93%	1.98%	1.64%	1.62%	2.97%	2.40%	2.30%
		Hearing Impairment	0.34%	0.87%	0.76%	0.25%	0.37%	0.46%	0.00%
		Specific Learning Disability	5.56%	4.46%	3.66%	4.98%	5.07%	4.22%	4.71%
		Other Health Impairment	8.63%	7.55%	8.83%	10.83%	12.86%	12.79%	10.08%
		Orthopedic Impairment	2.50%	3.09%	2.02%	1.99%	2.23%	2.06%	2.52%
		Speech or Language Impairment	0.23%	0.74%	0.63%	1.00%	0.37%	0.11%	0.00%
		Traumatic Brain Injury	0.34%	0.62%	0.25%	0.75%	0.87%	0.91%	0.00%
		Visual Impairment	0.34%	0.37%	0.38%	0.13%	0.25%	0.34%	0.00%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.08%	4.29%	6.35%	0.25%	0.46%	0.00%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

			Grade 8						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Reading	Gender	Female	0.54%	1.70%	-0.23%	-2.26%	0.91%	-0.83%	-0.17%
		Male	-0.42%	-1.70%	0.23%	2.26%	-0.91%	0.83%	0.28%
	Ethnicity	Asian/Pacific Islander	-0.82%	0.93%	0.83%	-0.16%	-1.23%	1.64%	1.20%
		Black (not of Hispanic Origin)	-3.06%	0.94%	0.41%	1.60%	-0.57%	-0.98%	-1.67%
		Hispanic	-0.65%	-0.24%	1.53%	0.31%	0.24%	1.83%	3.01%
		American Indian/Alaska Native	0.37%	-0.85%	0.86%	0.36%	-0.28%	-0.29%	0.17%
		White (not of Hispanic Origin)	4.62%	-0.78%	-3.63%	-2.23%	1.84%	-2.07%	-2.26%
	Primary Disability	Autism	0.59%	0.92%	-0.83%	2.73%	0.55%	4.28%	8.25%
		Cognitive Disability	9.29%	-0.78%	-3.21%	1.82%	0.82%	-2.21%	5.72%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.05%	-0.34%	-0.02%	1.35%	-0.57%	-0.10%	0.37%
		Hearing Impairment	0.53%	-0.11%	-0.51%	0.12%	0.09%	-0.46%	-0.34%
		Specific Learning Disability	-1.11%	-0.80%	1.32%	0.09%	-0.84%	0.49%	-0.85%
		Other Health Impairment	-1.08%	1.28%	2.01%	2.02%	-0.07%	-2.71%	1.45%
		Orthopedic Impairment	0.60%	-1.08%	-0.03%	0.23%	-0.17%	0.46%	0.02%
		Speech or Language Impairment	0.52%	-0.11%	0.37%	-0.63%	-0.26%	-0.11%	-0.23%
		Traumatic Brain Injury	0.28%	-0.37%	0.50%	0.12%	0.05%	-0.91%	-0.34%
		Visual Impairment	0.03%	0.01%	-0.25%	0.12%	0.10%	-0.34%	-0.34%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.08%	0.20%	2.06%	-6.10%	0.21%	-0.46%	0.00%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

			Grade 10						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Reading	Gender	Female	39.34%	38.10%	36.83%	36.66%	36.75%	37.76%	36.21%
		Male	60.28%	61.90%	63.17%	63.34%	62.87%	62.24%	63.79%
	Ethnicity	Asian/Pacific Islander	3.05%	3.58%	3.58%	2.85%	4.23%	3.78%	4.84%
		Black (not of Hispanic Origin)	16.50%	14.30%	17.64%	13.34%	15.49%	16.02%	17.91%
		Hispanic	6.09%	7.28%	7.27%	7.38%	8.71%	8.33%	9.41%
		American Indian/Alaska Native	1.65%	1.85%	1.07%	2.07%	1.79%	1.95%	2.35%
		White (not of Hispanic Origin)	71.57%	73.00%	70.32%	74.35%	69.01%	69.79%	65.49%
	Primary Disability	Autism	11.04%	13.81%	15.97%	14.64%	19.59%	17.71%	17.78%
		Cognitive Disability	52.16%	61.16%	58.88%	59.20%	60.95%	61.46%	58.56%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.14%	1.60%	2.38%	1.68%	1.92%	1.69%	2.48%
		Hearing Impairment	0.51%	0.25%	0.36%	0.39%	0.38%	0.26%	0.00%
		Specific Learning Disability	4.44%	4.07%	3.34%	3.37%	3.33%	4.95%	4.18%
		Other Health Impairment	3.93%	6.29%	6.44%	6.35%	7.94%	9.25%	13.20%
		Orthopedic Impairment	2.67%	2.59%	2.03%	2.46%	1.79%	2.60%	1.57%
		Speech or Language Impairment	0.13%	0.12%	0.12%	0.39%	0.90%	0.39%	0.00%
		Traumatic Brain Injury	0.89%	1.11%	0.60%	0.65%	0.64%	0.91%	0.00%
		Visual Impairment	0.13%	0.25%	0.36%	0.26%	0.26%	0.13%	0.00%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	5.92%	6.20%	7.77%	1.92%	0.26%	0.00%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

			Grade 10						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
	Gender	Female	-1.24%	-1.27%	-0.17%	0.09%	1.01%	-1.55%	-3.13%
		Male	1.62%	1.27%	0.17%	-0.47%	-0.63%	1.55%	3.51%
	Ethnicity	Asian/Pacific Islander	0.53%	0.00%	-0.73%	1.38%	-0.45%	1.06%	1.79%
		Black (not of Hispanic Origin)	-2.19%	3.34%	-4.30%	2.15%	0.52%	1.89%	1.41%
		Hispanic	1.18%	0.00%	0.11%	1.32%	-0.37%	1.08%	3.32%
		American Indian/Alaska Native	0.20%	-0.78%	1.00%	-0.28%	0.16%	0.40%	0.70%
		White (not of Hispanic Origin)	1.42%	-2.67%	4.03%	-5.34%	0.78%	-4.30%	-6.08%
Reading	Primary Disability	Autism	2.77%	2.16%	-1.33%	4.95%	-1.88%	0.07%	6.74%
		Cognitive Disability	9.00%	-2.28%	0.32%	1.75%	0.51%	-2.90%	6.41%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.46%	0.78%	-0.70%	0.24%	-0.23%	0.79%	1.34%
		Hearing Impairment	-0.26%	0.11%	0.03%	0.00%	-0.12%	-0.26%	-0.51%
		Specific Learning Disability	-0.37%	-0.73%	0.03%	-0.04%	1.62%	-0.77%	-0.26%
		Other Health Impairment	2.36%	0.15%	-0.09%	1.59%	1.31%	3.96%	9.27%
		Orthopedic Impairment	-0.08%	-0.56%	0.44%	-0.67%	0.81%	-1.04%	-1.10%
		Speech or Language Impairment	0.00%	0.00%	0.27%	0.51%	-0.51%	-0.39%	-0.13%
		Traumatic Brain Injury	0.22%	-0.51%	0.05%	-0.01%	0.27%	-0.91%	-0.89%
		Visual Impairment	0.12%	0.11%	-0.10%	0.00%	-0.13%	-0.13%	-0.13%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	5.92%	0.28%	1.57%	-5.85%	-1.66%	-0.26%	0.00%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics

			Grade 3						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Mathematics	Gender	Female	35.74%	32.62%	33.63%	34.29%	32.91%	32.31%	30.58%
		Male	64.13%	67.38%	66.24%	65.71%	67.09%	67.56%	69.42%
	Ethnicity	Asian/Pacific Islander	2.86%	3.45%	2.17%	3.48%	5.57%	3.32%	5.25%
		Black (not of Hispanic Origin)	15.94%	16.79%	17.07%	19.66%	21.01%	20.69%	19.16%
		Hispanic	9.59%	10.00%	10.57%	9.35%	10.51%	13.03%	13.12%
		American Indian/Alaska Native	1.99%	1.19%	1.27%	2.04%	3.17%	2.17%	2.36%
		White (not of Hispanic Origin)	68.99%	68.57%	68.79%	65.47%	59.75%	60.66%	60.11%
	Primary Disability	Autism	6.97%	21.91%	21.27%	21.94%	26.84%	24.39%	21.92%
		Cognitive Disability	20.17%	42.38%	43.06%	43.77%	44.05%	42.40%	45.67%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.25%	2.14%	2.17%	0.96%	1.77%	1.79%	1.71%
		Hearing Impairment	0.37%	0.36%	0.38%	0.36%	0.38%	0.51%	0.26%
		Specific Learning Disability	2.62%	4.29%	4.08%	3.60%	3.92%	5.36%	4.72%
		Other Health Impairment	7.47%	12.50%	14.40%	14.99%	15.70%	16.99%	19.16%
		Orthopedic Impairment	1.25%	3.10%	1.78%	1.68%	2.41%	2.94%	2.49%
		Speech or Language Impairment	1.74%	2.50%	3.06%	3.00%	2.66%	3.32%	2.76%
		Traumatic Brain Injury	0.25%	0.71%	1.40%	1.20%	1.01%	1.02%	0.92%
		Visual Impairment	0.00%	0.24%	0.38%	0.24%	0.38%	0.26%	0.00%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.29%	4.20%	6.36%	0.76%	0.77%	0.39%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 3						
Content	Variable	Subgroup	Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Mathematics	Gender	Female	-3.12%	1.01%	0.66%	-1.38%	-0.60%	-1.74%	-5.16%
		Male	3.25%	-1.14%	-0.53%	1.38%	0.47%	1.86%	5.29%
	Ethnicity	Asian/Pacific Islander	0.59%	-1.29%	1.31%	2.09%	-2.25%	1.93%	2.39%
		Black (not of Hispanic Origin)	0.85%	0.28%	2.59%	1.35%	-0.32%	-1.53%	3.22%
		Hispanic	0.41%	0.57%	-1.22%	1.15%	2.52%	0.10%	3.53%
		American Indian/Alaska Native	-0.80%	0.08%	0.76%	1.13%	-0.99%	0.19%	0.37%
		White (not of Hispanic Origin)	-0.42%	0.22%	-3.32%	-5.72%	0.92%	-0.56%	-8.89%
	Primary Disability	Autism	14.93%	-0.63%	0.67%	4.89%	-2.44%	-2.48%	14.94%
		Cognitive Disability	22.21%	0.68%	0.71%	0.29%	-1.65%	3.27%	25.50%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.90%	0.02%	-1.21%	0.81%	0.02%	-0.08%	0.46%
		Hearing Impairment	-0.02%	0.03%	-0.02%	0.02%	0.13%	-0.25%	-0.11%
		Specific Learning Disability	1.67%	-0.21%	-0.48%	0.33%	1.44%	-0.64%	2.11%
		Other Health Impairment	5.03%	1.90%	0.59%	0.71%	1.29%	2.17%	11.69%
		Orthopedic Impairment	1.85%	-1.31%	-0.10%	0.73%	0.53%	-0.44%	1.25%
		Speech or Language Impairment	0.76%	0.56%	-0.06%	-0.34%	0.66%	-0.57%	1.01%
		Traumatic Brain Injury	0.47%	0.69%	-0.20%	-0.19%	0.01%	-0.10%	0.67%
		Visual Impairment	0.24%	0.14%	-0.14%	0.14%	-0.13%	-0.26%	0.00%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.29%	-0.08%	2.15%	-5.60%	0.01%	-0.37%	0.39%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 4						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Mathematics	Gender	Female	35.19%	37.33%	33.18%	32.77%	35.71%	33.61%	33.58%
		Male	64.55%	62.67%	66.82%	67.24%	64.29%	66.39%	66.42%
	Ethnicity	Asian/Pacific Islander	3.18%	2.75%	4.01%	2.19%	3.03%	5.40%	3.31%
		Black (not of Hispanic Origin)	20.90%	18.35%	17.00%	17.54%	21.12%	18.97%	21.20%
		Hispanic	7.94%	8.12%	9.21%	10.11%	7.70%	10.68%	12.75%
		American Indian/Alaska Native	1.32%	1.62%	1.42%	1.83%	1.75%	3.48%	2.57%
		White (not of Hispanic Origin)	66.01%	69.16%	68.36%	68.33%	66.16%	61.47%	60.17%
	Primary Disability	Autism	15.21%	17.85%	21.61%	21.32%	22.29%	27.97%	24.02%
		Cognitive Disability	42.99%	46.82%	47.23%	45.07%	49.94%	44.66%	47.06%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.59%	2.00%	3.19%	1.22%	1.63%	1.68%	1.59%
		Hearing Impairment	0.40%	0.75%	0.47%	0.73%	0.35%	0.60%	0.00%
		Specific Learning Disability	5.03%	5.24%	2.83%	4.99%	4.43%	4.32%	4.90%
		Other Health Impairment	11.24%	13.73%	11.10%	12.91%	15.17%	14.29%	15.07%
		Orthopedic Impairment	1.85%	2.12%	2.72%	1.95%	1.28%	2.76%	2.82%
		Speech or Language Impairment	2.12%	2.25%	2.01%	0.85%	2.33%	1.80%	2.57%
		Traumatic Brain Injury	0.66%	0.38%	0.71%	1.10%	1.40%	0.84%	0.98%
		Visual Impairment	0.00%	0.25%	0.24%	0.37%	0.35%	0.48%	0.25%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.12%
		Not IDEA Eligible or No Disability	0.00%	4.62%	5.43%	6.94%	0.70%	0.36%	0.12%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 4						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Mathematics	Gender	Female	2.14%	-4.15%	-0.41%	2.94%	-2.09%	-0.03%	-1.61%
		Male	-1.88%	4.15%	0.41%	-2.94%	2.09%	0.04%	1.87%
	Ethnicity	Asian/Pacific Islander	-0.43%	1.27%	-1.82%	0.84%	2.37%	-2.09%	0.13%
		Black (not of Hispanic Origin)	-2.55%	-1.35%	0.54%	3.58%	-2.15%	2.23%	0.30%
		Hispanic	0.18%	1.09%	0.90%	-2.41%	2.98%	2.06%	4.81%
		American Indian/Alaska Native	0.30%	-0.21%	0.41%	-0.08%	1.73%	-0.91%	1.25%
		White (not of Hispanic Origin)	3.16%	-0.81%	-0.03%	-2.17%	-4.70%	-1.29%	-5.83%
	Primary Disability	Autism	2.64%	3.75%	-0.29%	0.97%	5.68%	-3.95%	8.81%
		Cognitive Disability	3.83%	0.41%	-2.16%	4.88%	-5.28%	2.40%	4.07%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.41%	1.19%	-1.97%	0.42%	0.05%	-0.09%	0.01%
		Hearing Impairment	0.35%	-0.28%	0.26%	-0.38%	0.25%	-0.60%	-0.40%
		Specific Learning Disability	0.22%	-2.41%	2.16%	-0.56%	-0.11%	0.58%	-0.12%
		Other Health Impairment	2.49%	-2.64%	1.81%	2.26%	-0.88%	0.79%	3.83%
		Orthopedic Impairment	0.27%	0.59%	-0.77%	-0.67%	1.48%	0.06%	0.97%
		Speech or Language Impairment	0.13%	-0.24%	-1.15%	1.48%	-0.53%	0.77%	0.46%
		Traumatic Brain Injury	-0.29%	0.33%	0.39%	0.30%	-0.56%	0.14%	0.32%
		Visual Impairment	0.25%	-0.01%	0.13%	-0.02%	0.13%	-0.24%	0.25%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.12%	0.12%
		Not IDEA Eligible or No Disability	4.62%	0.81%	1.51%	-6.24%	-0.34%	-0.24%	0.12%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 5						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Mathematics	Gender	Female	37.97%	34.09%	35.50%	33.10%	34.08%	35.08%	34.16%
		Male	61.91%	65.92%	64.50%	66.90%	65.92%	64.92%	65.85%
	Ethnicity	Asian/Pacific Islander	3.86%	3.32%	2.81%	3.80%	2.48%	3.22%	5.16%
		Black (not of Hispanic Origin)	18.79%	20.96%	19.41%	16.85%	19.33%	20.05%	19.48%
		Hispanic	7.98%	7.69%	7.54%	10.44%	10.66%	8.71%	10.56%
		American Indian/Alaska Native	1.54%	1.86%	0.89%	2.14%	2.11%	2.27%	3.05%
		White (not of Hispanic Origin)	67.57%	66.18%	69.35%	66.79%	65.43%	65.75%	61.74%
	Primary Disability	Autism	15.96%	16.18%	16.73%	22.66%	22.55%	23.03%	27.82%
		Cognitive Disability	46.98%	50.00%	50.96%	48.75%	52.79%	50.48%	47.89%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
		Emotional Behavioral Disability	1.80%	2.39%	1.66%	2.25%	1.24%	1.31%	1.64%
		Hearing Impairment	0.39%	0.27%	0.64%	0.12%	0.50%	0.36%	0.35%
		Specific Learning Disability	5.02%	5.31%	4.60%	3.32%	5.70%	4.77%	3.40%
		Other Health Impairment	10.81%	12.33%	12.39%	10.80%	12.27%	14.44%	12.91%
		Orthopedic Impairment	2.32%	3.05%	1.92%	3.08%	1.98%	1.55%	2.58%
		Speech or Language Impairment	1.80%	1.33%	1.28%	0.95%	0.50%	1.79%	1.53%
		Traumatic Brain Injury	0.90%	0.66%	0.38%	0.59%	1.74%	1.43%	0.82%
		Visual Impairment	0.00%	0.13%	0.26%	0.36%	0.12%	0.24%	0%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
		Not IDEA Eligible or No Disability	0.00%	5.70%	5.49%	4.75%	0.50%	0.12%	0.24%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 5						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Mathematics	Gender	Female	-3.88%	1.42%	-2.41%	0.98%	1.01%	-0.93%	-3.81%
		Male	4.01%	-1.42%	2.41%	-0.98%	-1.01%	0.93%	3.94%
	Ethnicity	Asian/Pacific Islander	-0.55%	-0.51%	0.99%	-1.32%	0.74%	1.94%	1.30%
		Black (not of Hispanic Origin)	2.17%	-1.54%	-2.57%	2.49%	0.72%	-0.56%	0.69%
		Hispanic	-0.29%	-0.16%	2.90%	0.22%	-1.95%	1.85%	2.58%
		American Indian/Alaska Native	0.31%	-0.96%	1.24%	-0.03%	0.16%	0.79%	1.51%
		White (not of Hispanic Origin)	-1.39%	3.17%	-2.56%	-1.36%	0.32%	-4.02%	-5.83%
	Primary Disability	Autism	0.22%	0.55%	5.93%	-0.10%	0.48%	4.79%	11.86%
		Cognitive Disability	3.02%	0.96%	-2.20%	4.03%	-2.31%	-2.59%	0.91%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.59%	-0.73%	0.59%	-1.02%	0.07%	0.33%	-0.16%
		Hearing Impairment	-0.12%	0.37%	-0.52%	0.38%	-0.14%	-0.01%	-0.03%
		Specific Learning Disability	0.29%	-0.71%	-1.28%	2.38%	-0.93%	-1.37%	-1.62%
		Other Health Impairment	1.52%	0.05%	-1.59%	1.47%	2.17%	-1.53%	2.10%
		Orthopedic Impairment	0.73%	-1.13%	1.17%	-1.10%	-0.43%	1.03%	0.27%
		Speech or Language Impairment	-0.48%	-0.05%	-0.33%	-0.45%	1.29%	-0.26%	-0.28%
		Traumatic Brain Injury	-0.24%	-0.28%	0.21%	1.14%	-0.30%	-0.61%	-0.08%
		Visual Impairment	0.13%	0.12%	0.10%	-0.23%	0.12%	0.23%	0.47%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	5.70%	-0.21%	-0.75%	-4.25%	-0.38%	0.12%	0.24%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 6						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Mathematics	Gender	Female	36.51%	37.06%	34.97%	36.00%	34.21%	36.33%	36.01%
		Male	63.36%	62.94%	64.89%	64.01%	65.80%	63.55%	64.00%
	Ethnicity	Asian/Pacific Islander	3.94%	4.29%	3.59%	1.84%	3.52%	2.67%	2.79%
		Black (not of Hispanic Origin)	19.85%	17.30%	20.48%	19.90%	17.27%	19.68%	20.09%
		Hispanic	6.87%	7.93%	7.05%	9.09%	10.68%	11.30%	9.18%
		American Indian/Alaska Native	0.89%	1.04%	2.26%	1.47%	1.59%	2.31%	2.09%
		White (not of Hispanic Origin)	67.94%	69.44%	66.49%	67.69%	66.93%	63.91%	65.85%
	Primary Disability	Autism	15.65%	16.91%	16.22%	15.85%	22.73%	22.60%	22.76%
		Cognitive Disability	47.96%	51.76%	54.26%	50.98%	53.41%	52.37%	52.38%
		Deaf-Blind	0.00%	0.00%	0.13%	0.00%	0.00%	0.00%	0%
		Emotional Behavioral Disability	2.16%	1.82%	1.73%	1.97%	2.39%	1.82%	1.51%
		Hearing Impairment	0.64%	0.39%	0.40%	0.49%	0.11%	0.73%	0%
		Specific Learning Disability	4.58%	4.94%	4.26%	5.77%	4.32%	4.98%	5.58%
		Other Health Impairment	9.03%	11.96%	12.23%	11.55%	11.36%	12.27%	12.54%
		Orthopedic Impairment	2.42%	2.08%	2.13%	1.60%	2.73%	2.07%	1.28%
		Speech or Language Impairment	0.51%	1.43%	0.40%	0.86%	1.14%	0.61%	1.05%
		Traumatic Brain Injury	0.38%	0.91%	0.93%	0.61%	1.02%	1.58%	1.28%
		Visual Impairment	0.25%	0.00%	0.13%	0.37%	0.46%	0.24%	0.23%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
		Not IDEA Eligible or No Disability	0.00%	4.68%	4.39%	7.86%	0.34%	0.49%	0.58%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 6						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Mathematics	Gender	Female	0.55%	-2.09%	1.02%	-1.79%	2.13%	-0.33%	-0.51%
		Male	-0.42%	1.96%	-0.89%	1.79%	-2.25%	0.45%	0.64%
	Ethnicity	Asian/Pacific Islander	0.35%	-0.70%	-1.75%	1.68%	-0.85%	0.11%	-1.16%
		Black (not of Hispanic Origin)	-2.55%	3.18%	-0.58%	-2.63%	2.41%	0.41%	0.25%
		Hispanic	1.06%	-0.88%	2.04%	1.59%	0.62%	-2.13%	2.31%
		American Indian/Alaska Native	0.15%	1.22%	-0.79%	0.12%	0.72%	-0.22%	1.20%
		White (not of Hispanic Origin)	1.50%	-2.95%	1.20%	-0.76%	-3.02%	1.94%	-2.09%
	Primary Disability	Autism	1.26%	-0.68%	-0.38%	6.88%	-0.13%	0.16%	7.12%
		Cognitive Disability	3.79%	2.50%	-3.27%	2.43%	-1.04%	0.01%	4.42%
		Deaf-Blind	0.00%	0.13%	-0.13%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	-0.34%	-0.09%	0.24%	0.42%	-0.56%	-0.31%	-0.65%
		Hearing Impairment	-0.25%	0.01%	0.09%	-0.38%	0.62%	-0.38%	-0.29%
		Specific Learning Disability	0.36%	-0.69%	1.52%	-1.46%	0.66%	0.59%	1.00%
		Other Health Impairment	2.93%	0.27%	-0.69%	-0.18%	0.91%	0.27%	3.51%
		Orthopedic Impairment	-0.34%	0.05%	-0.53%	1.13%	-0.66%	-0.79%	-1.14%
		Speech or Language Impairment	0.92%	-1.03%	0.46%	0.28%	-0.53%	0.44%	0.54%
		Traumatic Brain Injury	0.53%	0.02%	-0.32%	0.41%	0.56%	-0.30%	0.90%
		Visual Impairment	-0.25%	0.13%	0.24%	0.09%	-0.21%	-0.01%	-0.02%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.68%	-0.29%	3.47%	-7.52%	0.15%	0.10%	0.58%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 7						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Mathematics	Gender	Female	34.98%	38.44%	38.23%	33.92%	37.22%	34.75%	36.20%
		Male	65.02%	61.56%	61.77%	66.09%	62.78%	65.25%	63.81%
	Ethnicity	Asian/Pacific Islander	2.23%	3.45%	4.05%	3.87%	2.14%	3.58%	2.44%
		Black (not of Hispanic Origin)	16.19%	18.90%	16.20%	19.20%	19.98%	16.76%	18.68%
		Hispanic	8.28%	7.28%	8.10%	8.85%	8.92%	10.62%	10.67%
		American Indian/Alaska Native	1.48%	0.89%	1.52%	2.12%	1.67%	1.68%	2.44%
		White (not of Hispanic Origin)	71.57%	69.48%	70.13%	65.96%	67.30%	67.37%	65.78%
	Primary Disability	Autism	13.23%	16.86%	16.33%	17.08%	17.72%	22.57%	21.58%
		Cognitive Disability	51.92%	54.79%	56.71%	51.37%	57.31%	54.19%	53.02%
		Deaf-Blind	0.00%	0.00%	0.00%	0.13%	0.00%	0.00%	0.12%
		Emotional Behavioral Disability	1.98%	2.04%	1.90%	2.12%	2.38%	2.57%	1.74%
		Hearing Impairment	1.11%	0.89%	0.51%	0.13%	0.83%	0.11%	0.81%
		Specific Learning Disability	5.19%	5.11%	4.68%	5.49%	5.11%	4.92%	4.87%
		Other Health Impairment	6.80%	10.09%	11.39%	11.72%	13.56%	11.17%	12.65%
		Orthopedic Impairment	2.72%	1.92%	2.28%	2.12%	1.78%	2.57%	2.09%
		Speech or Language Impairment	0.87%	0.51%	0.76%	0.37%	0.24%	0.56%	0.58%
		Traumatic Brain Injury	0.49%	0.26%	0.76%	0.50%	0.48%	0.78%	1.74%
		Visual Impairment	0.37%	0.38%	0.00%	0.13%	0.36%	0.22%	0.23%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	3.58%	3.42%	5.99%	0.00%	0.34%	0.35%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 7						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Mathematics	Gender	Female	3.46%	-0.21%	-4.31%	3.30%	-2.47%	1.45%	1.21%
		Male	-3.46%	0.21%	4.31%	-3.30%	2.47%	-1.45%	-1.21%
	Ethnicity	Asian/Pacific Islander	1.22%	0.60%	-0.19%	-1.73%	1.44%	-1.14%	0.21%
		Black (not of Hispanic Origin)	2.71%	-2.70%	3.00%	0.77%	-3.22%	1.92%	2.48%
		Hispanic	-1.00%	0.82%	0.75%	0.06%	1.70%	0.06%	2.39%
		American Indian/Alaska Native	-0.59%	0.63%	0.60%	-0.46%	0.01%	0.76%	0.95%
		White (not of Hispanic Origin)	-2.09%	0.65%	-4.17%	1.34%	0.07%	-1.60%	-5.79%
	Primary Disability	Autism	3.63%	-0.53%	0.75%	0.63%	4.85%	-0.99%	8.35%
		Cognitive Disability	2.87%	1.92%	-5.34%	5.94%	-3.12%	-1.17%	1.10%
		Deaf-Blind	0.00%	0.00%	0.13%	-0.13%	0.00%	0.12%	0.12%
		Emotional Behavioral Disability	0.07%	-0.14%	0.22%	0.26%	0.19%	-0.83%	-0.24%
		Hearing Impairment	-0.22%	-0.39%	-0.38%	0.71%	-0.72%	0.70%	-0.30%
		Specific Learning Disability	-0.08%	-0.43%	0.80%	-0.37%	-0.20%	-0.04%	-0.32%
		Other Health Impairment	3.29%	1.30%	0.33%	1.83%	-2.38%	1.47%	5.85%
		Orthopedic Impairment	-0.80%	0.36%	-0.16%	-0.34%	0.79%	-0.48%	-0.63%
		Speech or Language Impairment	-0.35%	0.25%	-0.39%	-0.14%	0.32%	0.02%	-0.29%
		Traumatic Brain Injury	-0.24%	0.50%	-0.26%	-0.02%	0.31%	0.96%	1.25%
		Visual Impairment	0.01%	-0.38%	0.13%	0.23%	-0.13%	0.01%	-0.14%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	3.58%	-0.16%	2.57%	-5.99%	0.34%	0.01%	0.35%

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The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 8						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Mathematics	Gender	Female	36.47%	36.71%	38.23%	38.11%	35.89%	36.80%	35.90%
		Male	63.42%	63.29%	61.77%	61.89%	64.11%	63.20%	64.11%
	Ethnicity	Asian/Pacific Islander	3.44%	2.47%	3.29%	4.23%	4.08%	2.86%	4.50%
		Black (not of Hispanic Origin)	19.38%	16.44%	17.47%	17.81%	19.43%	18.86%	17.89%
		Hispanic	7.68%	7.29%	6.96%	8.47%	8.79%	9.03%	10.87%
		American Indian/Alaska Native	1.49%	1.73%	0.89%	1.74%	2.10%	1.83%	1.54%
		White (not of Hispanic Origin)	67.55%	72.06%	71.39%	67.75%	65.47%	67.31%	65.20%
	Primary Disability	Autism	15.25%	15.33%	16.20%	15.44%	18.07%	18.74%	22.94%
		Cognitive Disability	49.43%	58.71%	57.98%	54.67%	56.56%	57.37%	55.10%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.84%	1.98%	1.65%	1.62%	2.97%	2.29%	2.31%
		Hearing Impairment	0.34%	0.87%	0.76%	0.25%	0.37%	0.46%	0.00%
		Specific Learning Disability	5.28%	4.45%	3.54%	4.98%	5.07%	4.23%	4.72%
		Other Health Impairment	8.95%	7.54%	8.86%	10.83%	12.87%	12.80%	10.10%
		Orthopedic Impairment	2.52%	3.09%	2.03%	1.99%	2.23%	2.06%	2.53%
		Speech or Language Impairment	0.23%	0.74%	0.63%	1.00%	0.37%	0.11%	0.33%
		Traumatic Brain Injury	0.34%	0.62%	0.25%	0.75%	0.87%	0.91%	0.77%
		Visual Impairment	0.34%	0.37%	0.38%	0.13%	0.25%	0.34%	0.44%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.08%	4.30%	6.35%	0.25%	0.46%	0.33%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 8						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Mathematics	Gender	Female	0.24%	1.52%	-0.12%	-2.22%	0.91%	-0.91%	-0.57%
		Male	-0.13%	-1.52%	0.12%	2.22%	-0.91%	0.91%	0.69%
	Ethnicity	Asian/Pacific Islander	-0.97%	0.82%	0.94%	-0.15%	-1.23%	1.64%	1.06%
		Black (not of Hispanic Origin)	-2.94%	1.03%	0.34%	1.62%	-0.57%	-0.96%	-1.49%
		Hispanic	-0.39%	-0.33%	1.51%	0.32%	0.24%	1.84%	3.18%
		American Indian/Alaska Native	0.24%	-0.85%	0.86%	0.36%	-0.28%	-0.29%	0.05%
		White (not of Hispanic Origin)	4.52%	-0.67%	-3.65%	-2.28%	1.84%	-2.11%	-2.34%
	Primary Disability	Autism	0.08%	0.88%	-0.76%	2.63%	0.67%	4.20%	7.69%
		Cognitive Disability	9.29%	-0.74%	-3.31%	1.89%	0.81%	-2.27%	5.68%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.14%	-0.33%	-0.03%	1.35%	-0.68%	0.02%	0.47%
		Hearing Impairment	0.52%	-0.11%	-0.51%	0.12%	0.09%	-0.46%	-0.34%
		Specific Learning Disability	-0.83%	-0.91%	1.44%	0.09%	-0.85%	0.49%	-0.56%
		Other Health Impairment	-1.41%	1.32%	1.97%	2.04%	-0.07%	-2.70%	1.15%
		Orthopedic Impairment	0.57%	-1.07%	-0.03%	0.24%	-0.17%	0.47%	0.00%
		Speech or Language Impairment	0.51%	-0.11%	0.36%	-0.63%	-0.26%	0.22%	0.10%
		Traumatic Brain Injury	0.27%	-0.37%	0.49%	0.12%	0.05%	-0.15%	0.42%
		Visual Impairment	0.03%	0.01%	-0.26%	0.12%	0.10%	0.10%	0.10%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.08%	0.23%	2.05%	-6.10%	0.21%	-0.13%	0.33%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 10						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Mathematics	Gender	Female	39.59%	38.10%	36.83%	36.71%	36.75%	37.81%	36.26%
		Male	60.03%	61.90%	63.17%	63.29%	62.87%	62.19%	63.74%
	Ethnicity	Asian/Pacific Islander	3.11%	3.58%	3.58%	2.85%	4.23%	3.78%	4.84%
		Black (not of Hispanic Origin)	16.56%	14.30%	17.76%	13.23%	15.49%	16.04%	17.93%
		Hispanic	6.08%	7.28%	7.39%	7.39%	8.71%	8.34%	9.42%
		American Indian/Alaska Native	1.68%	1.85%	1.07%	2.08%	1.79%	1.96%	2.36%
		White (not of Hispanic Origin)	71.28%	73.00%	70.08%	74.45%	69.01%	69.75%	65.45%
	Primary Disability	Autism	11.26%	13.81%	15.97%	14.66%	19.59%	17.60%	17.80%
		Cognitive Disability	52.91%	61.16%	58.64%	59.27%	60.95%	61.54%	58.51%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.13%
		Emotional Behavioral Disability	1.16%	1.60%	2.38%	1.69%	1.92%	1.70%	2.49%
		Hearing Impairment	0.39%	0.25%	0.36%	0.39%	0.38%	0.26%	0.26%
		Specific Learning Disability	3.62%	4.07%	3.34%	3.37%	3.33%	4.95%	4.19%
		Other Health Impairment	3.75%	6.29%	6.44%	6.36%	7.94%	9.26%	13.22%
		Orthopedic Impairment	2.59%	2.59%	2.03%	2.46%	1.79%	2.61%	1.57%
		Speech or Language Impairment	0.13%	0.12%	0.12%	0.39%	0.90%	0.39%	0.13%
		Traumatic Brain Injury	0.78%	1.11%	0.60%	0.65%	0.64%	0.91%	0.92%
		Visual Impairment	0.13%	0.25%	0.36%	0.26%	0.26%	0.13%	0.13%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	5.92%	6.32%	7.65%	1.92%	0.26%	0.13%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

			Grade 10						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Mathematics	Gender	Female	-1.49%	-1.27%	-0.12%	0.04%	1.06%	-1.55%	-3.33%
		Male	1.87%	1.27%	0.12%	-0.43%	-0.68%	1.55%	3.72%
	Ethnicity	Asian/Pacific Islander	0.47%	0.00%	-0.72%	1.37%	-0.44%	1.06%	1.74%
		Black (not of Hispanic Origin)	-2.26%	3.46%	-4.53%	2.26%	0.54%	1.90%	1.37%
		Hispanic	1.20%	0.12%	0.00%	1.31%	-0.36%	1.08%	3.34%
		American Indian/Alaska Native	0.17%	-0.78%	1.00%	-0.28%	0.16%	0.40%	0.67%
		White (not of Hispanic Origin)	1.72%	-2.91%	4.37%	-5.44%	0.74%	-4.31%	-5.84%
	Primary Disability	Autism	2.56%	2.16%	-1.32%	4.93%	-1.99%	0.20%	6.55%
		Cognitive Disability	8.25%	-2.52%	0.63%	1.67%	0.59%	-3.03%	5.60%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.13%	0.13%
		Emotional Behavioral Disability	0.44%	0.78%	-0.70%	0.24%	-0.23%	0.79%	1.32%
		Hearing Impairment	-0.14%	0.11%	0.03%	0.00%	-0.12%	0.00%	-0.13%
		Specific Learning Disability	0.45%	-0.73%	0.04%	-0.04%	1.63%	-0.77%	0.57%
		Other Health Impairment	2.54%	0.15%	-0.08%	1.58%	1.32%	3.96%	9.47%
		Orthopedic Impairment	0.00%	-0.56%	0.44%	-0.67%	0.82%	-1.04%	-1.02%
		Speech or Language Impairment	-0.01%	0.00%	0.27%	0.51%	-0.51%	-0.26%	0.00%
		Traumatic Brain Injury	0.33%	-0.51%	0.05%	-0.01%	0.27%	0.00%	0.14%
		Visual Impairment	0.12%	0.11%	-0.10%	0.00%	-0.13%	0.00%	0.00%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	5.92%	0.40%	1.34%	-5.73%	-1.66%	-0.13%	0.13%

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Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science

			Grade 4						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Science	Gender	Female	33.81%	37.42%	33.29%	32.72%	35.64%	33.66%	33.54%
		Male	65.87%	62.58%	66.71%	67.28%	64.36%	66.35%	66.46%
	Ethnicity	Asian/Pacific Islander	2.89%	2.63%	4.03%	2.21%	3.05%	5.31%	3.32%
		Black (not of Hispanic Origin)	23.08%	18.27%	16.94%	17.53%	20.99%	19.06%	21.25%
		Hispanic	7.05%	8.14%	9.24%	10.17%	7.74%	10.74%	12.65%
		American Indian/Alaska Native	1.12%	1.63%	1.42%	1.84%	1.64%	3.50%	2.58%
		White (not of Hispanic Origin)	65.06%	69.34%	68.37%	68.26%	66.35%	61.40%	60.20%
	Primary Disability	Autism	16.99%	17.90%	21.56%	21.32%	22.16%	27.99%	23.96%
		Cognitive Disability	46.96%	46.81%	47.39%	45.10%	49.94%	44.51%	47.05%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.96%	2.00%	3.20%	1.23%	1.64%	1.69%	1.60%
		Hearing Impairment	0.48%	0.75%	0.47%	0.74%	0.35%	0.60%	0.00%
		Specific Learning Disability	1.92%	5.26%	2.84%	5.03%	4.46%	4.34%	4.91%
		Other Health Impairment	10.90%	13.77%	11.14%	12.75%	15.24%	14.36%	15.11%
		Orthopedic Impairment	1.92%	2.13%	2.73%	1.96%	1.29%	2.77%	2.83%
		Speech or Language Impairment	1.28%	2.25%	2.01%	0.86%	2.35%	1.81%	2.58%
		Traumatic Brain Injury	0.80%	0.38%	0.71%	1.10%	1.41%	0.84%	0.98%
		Visual Impairment	0.00%	0.25%	0.24%	0.37%	0.35%	0.48%	0.25%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.12%
		Not IDEA Eligible or No Disability	0.00%	4.63%	5.21%	6.99%	0.70%	0.36%	0.12%

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Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science (continued)

			Grade 4						
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14and 2012–13	Difference between 2013–14 and 2007–08
Content	Variable	Subgroup							
	Gender	Female	3.61%	-4.13%	-0.57%	2.92%	-2.10%	-0.12%	-0.28%
		Male	-3.29%	4.13%	0.57%	-2.92%	2.10%	0.12%	0.60%
	Ethnicity	Asian/Pacific Islander	-0.26%	1.40%	-1.82%	0.84%	0.27%	-1.99%	0.43%
		Black (not of Hispanic Origin)	-4.80%	-1.33%	0.58%	3.46%	0.27%	2.19%	-1.82%
		Hispanic	1.08%	1.11%	0.93%	-2.44%	4.92%	1.92%	5.60%
		American Indian/Alaska Native	0.51%	-0.21%	0.42%	-0.20%	0.94%	-0.92%	1.46%
		White (not of Hispanic Origin)	4.27%	-0.97%	-0.11%	-1.91%	-6.16%	-1.20%	-4.87%
Science		Autism	0.91%	3.67%	-0.24%	0.83%	1.80%	-4.03%	6.97%
		Cognitive Disability	-0.15%	0.58%	-2.30%	4.84%	-2.89%	2.54%	0.10%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.04%	1.20%	-1.97%	0.42%	-0.04%	-0.09%	0.64%
		Hearing Impairment	0.27%	-0.28%	0.26%	-0.38%	-0.35%	-0.60%	-0.48%
	Primary Disability	Specific Learning Disability	3.33%	-2.41%	2.18%	-0.57%	0.46%	0.57%	2.99%
		Other Health Impairment	2.87%	-2.63%	1.61%	2.50%	-0.13%	0.76%	4.21%
		Orthopedic Impairment	0.21%	0.60%	-0.76%	-0.67%	1.54%	0.05%	0.90%
		Speech or Language Impairment	0.97%	-0.24%	-1.16%	1.49%	0.24%	0.77%	1.30%
		Traumatic Brain Injury	-0.43%	0.34%	0.39%	0.30%	-0.42%	0.14%	0.18%
		Visual Impairment	0.25%	-0.01%	0.13%	-0.02%	-0.11%	-0.24%	0.25%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.12%	0.12%	0.12%
		Not IDEA Eligible or No Disability	4.63%	0.58%	1.77%	-6.28%	-0.58%	-0.24%	0.12%

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Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science (continued)

			Grade 8						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Science	Gender	Female	36.68%	36.63%	38.15%	38.08%	35.81%	36.88%	35.82%
		Male	63.20%	63.37%	61.85%	61.92%	64.19%	63.12%	64.18%
	Ethnicity	Asian/Pacific Islander	3.30%	2.48%	3.30%	4.25%	4.09%	2.86%	4.51%
		Black (not of Hispanic Origin)	20.81%	16.46%	17.49%	17.85%	19.46%	18.90%	17.91%
		Hispanic	8.12%	7.18%	6.97%	8.49%	8.80%	9.05%	10.77%
		American Indian/Alaska Native	0.89%	1.73%	0.89%	1.75%	2.11%	1.83%	1.43%
		White (not of Hispanic Origin)	66.37%	72.15%	71.36%	67.67%	65.43%	67.24%	65.39%
	Primary Disability	Autism	15.86%	15.35%	16.22%	15.36%	18.09%	18.67%	23.08%
		Cognitive Disability	50.76%	58.66%	58.05%	54.81%	56.51%	57.50%	55.17%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.90%	1.98%	1.65%	1.62%	2.97%	2.29%	2.31%
		Hearing Impairment	0.38%	0.87%	0.76%	0.25%	0.37%	0.46%	0.00%
		Specific Learning Disability	3.81%	4.46%	3.55%	4.99%	5.08%	4.24%	4.62%
		Other Health Impairment	8.38%	7.55%	8.75%	10.86%	12.89%	12.72%	10.00%
		Orthopedic Impairment	2.79%	3.09%	2.03%	2.00%	2.23%	2.06%	2.53%
		Speech or Language Impairment	0.25%	0.74%	0.63%	1.00%	0.37%	0.12%	0.33%
		Traumatic Brain Injury	0.38%	0.62%	0.25%	0.75%	0.87%	0.92%	0.77%
		Visual Impairment	0.38%	0.37%	0.38%	0.13%	0.25%	0.34%	0.44%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.08%	4.31%	6.24%	0.25%	0.46%	0.33%

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Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science (continued)

		Grade 8						
		Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Gender	Female	-0.04%	1.52%	-0.07%	-2.27%	0.01%	-1.06%	-0.85%
	Male	0.17%	-1.52%	0.07%	2.27%	-0.01%	1.06%	0.98%
Ethnicity	Asian/Pacific Islander	-0.82%	0.82%	0.95%	-0.16%	0.42%	1.64%	1.21%
	Black (not of Hispanic Origin)	-4.35%	1.03%	0.36%	1.60%	-1.54%	-0.99%	-2.90%
	Hispanic	-0.94%	-0.21%	1.52%	0.31%	1.97%	1.72%	2.65%
	American Indian/Alaska Native	0.85%	-0.85%	0.86%	0.36%	-0.68%	-0.40%	0.54%
	White (not of Hispanic Origin)	5.78%	-0.80%	-3.69%	-2.24%	-0.04%	-1.85%	-0.99%
Science	Autism	-0.52%	0.88%	-0.87%	2.74%	4.99%	4.41%	7.21%
	Cognitive Disability	7.90%	-0.61%	-3.24%	1.70%	-1.34%	-2.34%	4.40%
	Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Emotional Behavioral Disability	0.08%	-0.33%	-0.03%	1.35%	-0.67%	0.02%	0.40%
	Hearing Impairment	0.49%	-0.11%	-0.51%	0.12%	-0.37%	-0.46%	-0.38%
	Specific Learning Disability	0.65%	-0.91%	1.45%	0.09%	-0.47%	0.38%	0.81%
	Other Health Impairment	-0.83%	1.20%	2.12%	2.03%	-2.89%	-2.72%	1.62%
	Orthopedic Impairment	0.30%	-1.07%	-0.03%	0.23%	0.30%	0.47%	-0.27%
	Speech or Language Impairment	0.49%	-0.11%	0.37%	-0.63%	-0.04%	0.22%	0.08%
	Traumatic Brain Injury	0.24%	-0.37%	0.50%	0.12%	-0.10%	-0.15%	0.39%
	Visual Impairment	-0.01%	0.01%	-0.26%	0.12%	0.19%	0.10%	0.06%
	Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Not IDEA Eligible or No Disability	4.08%	0.23%	1.93%	-5.99%	0.08%	-0.13%	0.33%
Primary Disability								

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science (continued)

			Grade 10						
Content	Variable	Subgroup	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Science	Gender	Female	38.93%	38.07%	36.57%	36.71%	36.84%	37.73%	36.09%
		Male	60.67%	61.93%	63.43%	63.29%	62.77%	62.27%	63.91%
	Ethnicity	Asian/Pacific Islander	3.22%	3.59%	3.60%	2.85%	4.24%	3.79%	4.86%
		Black (not of Hispanic Origin)	16.91%	14.34%	17.51%	13.23%	15.40%	16.06%	17.98%
		Hispanic	6.31%	7.17%	7.31%	7.39%	8.73%	8.36%	9.45%
		American Indian/Alaska Native	1.75%	1.85%	1.08%	2.08%	1.80%	1.96%	2.36%
		White (not of Hispanic Origin)	70.60%	73.05%	70.38%	74.45%	69.06%	69.71%	65.35%
	Primary Disability	Autism	11.68%	13.84%	15.95%	14.66%	19.64%	17.76%	17.85%
		Cognitive Disability	53.56%	61.06%	58.75%	59.27%	61.10%	61.36%	58.53%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.13%
		Emotional Behavioral Disability	1.21%	1.61%	2.40%	1.69%	1.93%	1.70%	2.36%
		Hearing Impairment	0.54%	0.25%	0.36%	0.39%	0.39%	0.26%	0.26%
		Specific Learning Disability	2.95%	4.08%	3.36%	3.37%	3.34%	4.96%	4.20%
		Other Health Impairment	3.76%	6.30%	6.48%	6.36%	7.83%	9.27%	13.26%
		Orthopedic Impairment	2.69%	2.60%	2.04%	2.46%	1.67%	2.61%	1.58%
		Speech or Language Impairment	0.13%	0.12%	0.12%	0.39%	0.90%	0.39%	0.13%
		Traumatic Brain Injury	0.81%	1.11%	0.60%	0.65%	0.64%	0.91%	0.92%
		Visual Impairment	0.13%	0.25%	0.36%	0.26%	0.26%	0.13%	0.13%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	5.93%	6.24%	7.65%	1.93%	0.26%	0.13%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science (continued)

		Grade 10						
		Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Gender	Female	-0.85%	-1.50%	0.14%	0.14%	-0.75%	-1.64%	-2.84%
	Male	1.26%	1.50%	-0.14%	-0.52%	1.14%	1.64%	3.24%
Ethnicity	Asian/Pacific Islander	0.36%	0.01%	-0.74%	1.38%	0.62%	1.07%	1.64%
	Black (not of Hispanic Origin)	-2.57%	3.17%	-4.28%	2.17%	2.58%	1.92%	1.07%
	Hispanic	0.86%	0.14%	0.08%	1.34%	0.72%	1.09%	3.14%
	American Indian/Alaska Native	0.11%	-0.78%	1.00%	-0.28%	0.57%	0.40%	0.62%
	White (not of Hispanic Origin)	2.45%	-2.67%	4.07%	-5.39%	-3.71%	-4.36%	-5.25%
Science	Autism	2.17%	2.10%	-1.29%	4.99%	-1.79%	0.09%	6.17%
	Cognitive Disability	7.51%	-2.31%	0.52%	1.83%	-2.57%	-2.83%	4.97%
	Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.13%	0.13%	0.13%
	Emotional Behavioral Disability	0.40%	0.79%	-0.71%	0.24%	0.44%	0.67%	1.15%
	Hearing Impairment	-0.29%	0.11%	0.03%	0.00%	-0.12%	0.00%	-0.28%
	Specific Learning Disability	1.13%	-0.72%	0.01%	-0.03%	0.86%	-0.76%	1.25%
	Other Health Impairment	2.55%	0.17%	-0.12%	1.48%	5.42%	3.99%	9.50%
	Orthopedic Impairment	-0.09%	-0.56%	0.43%	-0.80%	-0.09%	-1.04%	-1.11%
	Speech or Language Impairment	-0.01%	0.00%	0.27%	0.51%	-0.77%	-0.26%	0.00%
	Traumatic Brain Injury	0.31%	-0.51%	0.05%	-0.01%	0.28%	0.00%	0.11%
	Visual Impairment	0.11%	0.11%	-0.10%	0.00%	-0.13%	0.00%	0.00%
	Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Not IDEA Eligible or No Disability	5.93%	0.30%	1.42%	-5.73%	-1.80%	-0.13%	0.13%
Primary Disability								

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 45
Longitudinal Summary of *P*-Values All Content Areas by Grade

Content	Grade	High <i>P</i> -value							Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
		2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14							
Reading	3	0.89	0.89	0.87	0.88	0.93	0.91	0.91	0.00	-0.02	0.01	0.05	-0.01	0.00	0.03
	4	0.90	0.88	0.91	0.88	0.88	0.89	0.89	-0.02	0.02	-0.02	0.00	0.01	0.00	-0.01
	5	0.90	0.86	0.87	0.88	0.87	0.86	0.88	-0.04	0.01	0.01	0.00	0.01	0.02	-0.02
	6	0.88	0.87	0.88	0.88	0.90	0.87	0.89	-0.01	0.01	0.00	0.02	-0.01	0.02	0.00
	7	0.89	0.87	0.87	0.87	0.88	0.89	0.89	-0.02	0.01	0.00	0.01	0.00	-0.01	0.00
	8	0.90	0.87	0.89	0.87	0.87	0.88	0.91	-0.03	0.02	-0.02	0.00	0.04	0.03	0.01
	10	0.88	0.89	0.90	0.88	0.91	0.92	0.92	0.01	0.01	-0.02	0.02	0.01	0.00	0.03
Mathematics	3	0.85	0.87	0.83	0.86	0.87	0.88	0.88	0.02	-0.03	0.02	0.02	0.01	0.01	0.04
	4	0.88	0.85	0.87	0.86	0.88	0.88	0.87	-0.03	0.03	-0.01	0.02	-0.01	0.00	0.00
	5	0.88	0.87	0.88	0.89	0.90	0.88	0.89	-0.02	0.01	0.02	0.00	-0.01	0.00	0.00
	6	0.90	0.88	0.87	0.89	0.90	0.87	0.89	-0.01	-0.02	0.02	0.02	-0.02	0.01	-0.01
	7	0.87	0.85	0.84	0.86	0.85	0.86	0.84	-0.02	-0.01	0.02	-0.01	-0.01	-0.02	-0.03
	8	0.82	0.81	0.86	0.87	0.85	0.87	0.88	-0.01	0.05	0.01	-0.02	0.03	0.01	0.06
	10	0.82	0.82	0.82	0.82	0.83	0.83	0.83	-0.01	0.00	0.00	0.01	0.00	0.00	0.00
Science	4	0.85	0.87	0.88	0.85	0.84	0.88	0.87	0.01	0.01	-0.02	-0.01	0.03	-0.01	0.02
	8	0.87	0.88	0.90	0.90	0.88	0.89	0.90	0.01	0.02	0.00	-0.02	0.03	0.01	0.03
	10	0.86	0.87	0.88	0.87	0.90	0.89	0.90	0.00	0.01	-0.01	0.02	0.00	0.01	0.04

Some items appearing in the test forms at all grade levels and for all content areas have been revised/alterd/added across administrations, thus comparisons of statistics must be done with caution.

Table 45
Longitudinal Summary of *P*-Values All Content Areas by Grade (continued)

Content	Grade	Mean <i>P</i> -value							Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
		2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14							
Reading	3	0.72	0.70	0.68	0.67	0.69	0.68	0.71	-0.02	-0.02	-0.01	0.02	0.01	0.02	-0.01
	4	0.78	0.74	0.76	0.73	0.73	0.74	0.73	-0.04	0.02	-0.03	0.00	0.00	-0.01	-0.05
	5	0.75	0.71	0.72	0.73	0.72	0.72	0.72	-0.03	0.01	0.01	-0.01	-0.01	0.00	-0.03
	6	0.75	0.70	0.70	0.71	0.72	0.70	0.70	-0.05	0.01	0.01	0.01	-0.02	0.01	-0.05
	7	0.72	0.71	0.70	0.69	0.69	0.70	0.68	-0.01	-0.01	-0.02	0.00	0.00	-0.01	-0.04
	8	0.70	0.68	0.72	0.70	0.69	0.70	0.71	-0.02	0.04	-0.03	-0.01	0.02	0.00	0.01
	10	0.69	0.69	0.68	0.68	0.72	0.72	0.71	0.00	-0.01	0.00	0.04	-0.01	-0.01	0.03
Mathematics	3	0.66	0.67	0.65	0.64	0.66	0.65	0.68	0.01	-0.02	-0.01	0.02	0.02	0.03	0.02
	4	0.70	0.68	0.70	0.67	0.67	0.68	0.68	-0.02	0.02	-0.03	0.00	0.00	-0.01	-0.03
	5	0.67	0.66	0.66	0.69	0.68	0.68	0.68	-0.01	0.00	0.02	-0.01	0.00	0.00	0.01
	6	0.69	0.68	0.67	0.70	0.70	0.68	0.69	-0.02	0.00	0.02	0.00	-0.01	0.01	0.00
	7	0.69	0.69	0.68	0.64	0.64	0.64	0.64	0.00	-0.01	-0.04	0.00	0.01	0.00	-0.05
	8	0.63	0.65	0.65	0.64	0.63	0.64	0.64	0.02	-0.01	0.00	-0.02	0.02	0.01	0.01
	10	0.55	0.60	0.58	0.57	0.61	0.61	0.61	0.05	-0.02	0.00	0.04	0.00	0.00	0.06
Science	4	0.74	0.77	0.78	0.75	0.75	0.76	0.75	0.03	0.01	-0.03	0.01	0.00	-0.01	0.02
	8	0.75	0.76	0.78	0.78	0.76	0.77	0.78	0.02	0.01	0.00	-0.01	0.02	0.01	0.03
	10	0.76	0.78	0.78	0.77	0.80	0.80	0.80	0.02	0.00	-0.01	0.03	0.00	-0.01	0.04

Some items appearing in the test forms at all grade levels and for all content areas have been revised/alterd/added across administrations, thus comparisons of statistics must be done with caution.

Table 45
Longitudinal Summary of *P*-Values All Content Areas by Grade (continued)

Content	Grade	Low <i>P</i> -value							Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
		2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14							
Reading	3	0.38	0.46	0.45	0.47	0.46	0.46	0.49	0.08	-0.01	0.02	-0.01	0.03	0.03	0.10
	4	0.52	0.50	0.49	0.48	0.48	0.46	0.47	-0.01	-0.01	-0.01	0.00	0.00	0.01	-0.04
	5	0.50	0.48	0.49	0.50	0.49	0.47	0.46	-0.03	0.01	0.01	-0.01	-0.03	0.00	-0.04
	6	0.48	0.45	0.43	0.43	0.42	0.43	0.43	-0.03	-0.02	0.00	-0.02	0.01	0.00	-0.05
	7	0.40	0.34	0.38	0.37	0.37	0.35	0.37	-0.06	0.03	-0.01	0.00	0.00	0.01	-0.04
	8	0.36	0.39	0.40	0.39	0.40	0.40	0.38	0.03	0.01	0.00	0.01	-0.02	-0.02	0.02
	10	0.47	0.51	0.48	0.48	0.51	0.50	0.50	0.03	-0.02	0.00	0.02	0.00	0.00	0.03
Mathematics	3	0.36	0.36	0.40	0.36	0.38	0.37	0.41	0.00	0.04	-0.04	0.01	0.03	0.04	0.05
	4	0.44	0.42	0.48	0.45	0.44	0.47	0.42	-0.02	0.06	-0.02	-0.02	-0.02	-0.05	-0.02
	5	0.31	0.46	0.40	0.47	0.46	0.50	0.48	0.15	-0.06	0.07	-0.01	0.02	-0.02	0.16
	6	0.41	0.46	0.43	0.48	0.43	0.43	0.43	0.05	-0.03	0.05	-0.04	0.00	0.01	0.02
	7	0.41	0.39	0.38	0.27	0.26	0.24	0.27	-0.02	-0.01	-0.11	-0.01	0.01	0.03	-0.14
	8	0.31	0.40	0.32	0.33	0.30	0.27	0.33	0.09	-0.08	0.02	-0.03	0.03	0.06	0.02
	10	0.19	0.33	0.33	0.32	0.37	0.38	0.36	0.14	0.00	-0.01	0.04	-0.01	-0.02	0.17
Science	4	0.42	0.40	0.44	0.45	0.43	0.44	0.45	-0.02	0.04	0.02	-0.03	0.03	0.01	0.03
	8	0.52	0.51	0.51	0.53	0.52	0.49	0.51	-0.01	0.00	0.02	-0.01	-0.01	0.02	-0.01
	10	0.48	0.54	0.50	0.51	0.55	0.56	0.52	0.06	-0.04	0.01	0.03	-0.03	-0.04	0.03

Some items appearing in the test forms at all grade levels and for all content areas have been revised/alterd/added across administrations, thus comparisons of statistics must be done with caution.

Table 46
Longitudinal Summary of Point Biserials All Content Areas by Grade

Content	Grade	High Point Biserial							Difference						
		2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	between 2008–09 and 2007–08	between 2009–10 and 2008–09	between 2010–11 and 2009–10	between 2011–12 and 2010–11	between 2012–13 and 2011–12	between 2013–14 and 2012–13	between 2013–14 and 2007–08
Reading	3	0.80	0.75	0.78	0.76	0.75	0.73	0.73	-0.06	0.03	-0.02	-0.01	-0.02	0.00	-0.07
	4	0.80	0.79	0.74	0.78	0.79	0.79	0.75	-0.01	-0.05	0.04	0.01	0.00	-0.04	-0.05
	5	0.87	0.83	0.82	0.78	0.83	0.81	0.80	-0.04	-0.01	-0.05	0.05	-0.01	-0.02	-0.07
	6	0.84	0.84	0.83	0.82	0.80	0.84	0.78	0.01	-0.02	-0.01	-0.02	0.04	-0.05	-0.05
	7	0.81	0.80	0.78	0.78	0.76	0.78	0.75	-0.01	-0.02	0.01	-0.02	0.02	-0.03	-0.06
	8	0.76	0.77	0.77	0.76	0.82	0.77	0.74	0.01	-0.01	0.00	0.06	-0.05	-0.03	-0.02
	10	0.82	0.79	0.80	0.80	0.76	0.79	0.80	-0.03	0.01	0.00	-0.04	0.04	0.00	-0.02
Mathematics	3	0.81	0.77	0.76	0.78	0.74	0.76	0.79	-0.04	-0.01	0.02	-0.04	0.01	0.03	-0.02
	4	0.82	0.75	0.77	0.77	0.80	0.76	0.75	-0.06	0.02	0.00	0.03	-0.04	-0.01	-0.07
	5	0.82	0.83	0.78	0.79	0.78	0.81	0.77	0.01	-0.05	0.01	0.00	0.02	-0.04	-0.06
	6	0.77	0.75	0.75	0.76	0.72	0.75	0.73	-0.02	0.00	0.01	-0.03	0.02	-0.01	-0.03
	7	0.79	0.78	0.79	0.78	0.78	0.73	0.77	-0.01	0.01	-0.02	0.00	-0.05	0.04	-0.02
	8	0.82	0.83	0.81	0.80	0.83	0.80	0.80	0.01	-0.02	-0.01	0.03	-0.02	-0.01	-0.02
	10	0.74	0.75	0.72	0.72	0.69	0.72	0.72	0.01	-0.03	0.00	-0.03	0.03	0.00	-0.02
Science	4	0.84	0.80	0.76	0.80	0.81	0.78	0.79	-0.04	-0.04	0.04	0.00	-0.03	0.01	-0.05
	8	0.82	0.83	0.80	0.82	0.82	0.84	0.78	0.02	-0.03	0.02	0.00	0.01	-0.05	-0.03
	10	0.85	0.82	0.81	0.84	0.80	0.82	0.81	-0.02	-0.01	0.02	-0.04	0.02	-0.01	-0.04

Some items appearing in the test forms at all grade levels and for all content areas have been revised/alterd/added across administrations, thus comparisons of statistics must be done with caution.

Table 46
Longitudinal Summary of Point Biserials All Content Areas by Grade (continued)

Content	Grade	Mean Point Biserial							Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
		2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14							
Reading	3	0.66	0.61	0.63	0.61	0.58	0.58	0.58	-0.05	0.02	-0.01	-0.04	0.01	-0.01	-0.09
	4	0.69	0.64	0.62	0.64	0.65	0.63	0.63	-0.05	-0.03	0.03	0.00	-0.02	0.00	-0.06
	5	0.69	0.69	0.66	0.63	0.65	0.66	0.64	0.00	-0.04	-0.02	0.01	0.01	-0.02	-0.06
	6	0.67	0.66	0.67	0.65	0.62	0.66	0.64	-0.01	0.01	-0.02	-0.03	0.04	-0.01	-0.03
	7	0.67	0.67	0.66	0.66	0.65	0.63	0.63	0.00	-0.01	0.00	-0.02	-0.02	0.00	-0.05
	8	0.65	0.66	0.66	0.65	0.66	0.65	0.62	0.01	0.00	-0.01	0.01	-0.01	-0.03	-0.03
	10	0.66	0.63	0.62	0.64	0.60	0.62	0.62	-0.03	-0.01	0.02	-0.04	0.02	0.00	-0.04
Mathematics	3	0.64	0.60	0.62	0.60	0.56	0.57	0.56	-0.04	0.01	-0.02	-0.04	0.01	-0.01	-0.08
	4	0.64	0.62	0.59	0.61	0.61	0.58	0.59	-0.02	-0.03	0.02	0.00	-0.04	0.01	-0.06
	5	0.65	0.65	0.63	0.61	0.61	0.61	0.60	0.00	-0.03	-0.02	0.00	0.01	-0.01	-0.05
	6	0.63	0.65	0.66	0.64	0.60	0.64	0.63	0.02	0.01	-0.02	-0.04	0.04	-0.01	0.01
	7	0.65	0.65	0.66	0.63	0.62	0.60	0.61	0.00	0.01	-0.02	-0.02	-0.02	0.01	-0.05
	8	0.62	0.65	0.61	0.61	0.62	0.61	0.59	0.03	-0.03	0.00	0.01	-0.01	-0.02	-0.03
	10	0.55	0.59	0.55	0.57	0.54	0.56	0.56	0.03	-0.04	0.02	-0.03	0.02	0.00	0.01
Science	4	0.72	0.71	0.68	0.70	0.71	0.67	0.68	-0.01	-0.03	0.03	0.01	-0.04	0.01	-0.04
	8	0.70	0.72	0.68	0.69	0.71	0.71	0.66	0.01	-0.04	0.01	0.02	0.00	-0.05	-0.04
	10	0.71	0.71	0.70	0.72	0.68	0.68	0.69	0.00	-0.01	0.02	-0.03	0.00	0.01	-0.03

Some items appearing in the test forms at all grade levels and for all content areas have been revised/alterd/added across administrations, thus comparisons of statistics must be done with caution.

Table 46
Longitudinal Summary of Point Biserials All Content Areas by Grade (continued)

									Low Point Biserial						
Content	Grade	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2012–13 and 2011–12	Difference between 2013–14 and 2012–13	Difference between 2013–14 and 2007–08
Reading	3	0.45	0.44	0.42	0.29	0.28	0.32	0.24	-0.02	-0.02	-0.13	-0.01	0.05	-0.09	-0.22
	4	0.45	0.46	0.45	0.43	0.48	0.45	0.44	0.01	-0.01	-0.02	0.04	-0.02	-0.01	-0.01
	5	0.43	0.42	0.44	0.38	0.42	0.43	0.38	-0.01	0.02	-0.05	0.04	0.01	-0.05	-0.05
	6	0.42	0.48	0.45	0.41	0.41	0.46	0.45	0.06	-0.03	-0.04	0.00	0.05	-0.01	0.03
	7	0.42	0.41	0.40	0.47	0.44	0.42	0.42	-0.01	-0.01	0.08	-0.04	-0.01	0.00	0.00
	8	0.32	0.39	0.45	0.45	0.51	0.46	0.43	0.07	0.06	0.00	0.06	-0.05	-0.04	0.10
	10	0.29	0.31	0.27	0.30	0.23	0.25	0.27	0.03	-0.05	0.03	-0.07	0.02	0.02	-0.02
Mathematics	3	0.30	0.36	0.35	0.36	0.31	0.36	0.33	0.06	-0.01	0.01	-0.05	0.05	-0.04	0.03
	4	0.30	0.38	0.30	0.39	0.40	0.34	0.30	0.08	-0.08	0.09	0.02	-0.06	-0.04	0.00
	5	0.30	0.32	0.35	0.31	0.27	0.31	0.34	0.02	0.02	-0.04	-0.04	0.05	0.03	0.04
	6	0.29	0.36	0.34	0.31	0.28	0.30	0.32	0.07	-0.02	-0.03	-0.03	0.02	0.02	0.03
	7	0.37	0.35	0.28	0.30	0.29	0.27	0.32	-0.02	-0.06	0.01	-0.01	-0.02	0.05	-0.05
	8	0.17	0.31	0.19	0.21	0.21	0.16	0.19	0.14	-0.11	0.02	0.00	-0.05	0.03	0.03
	10	0.18	0.24	0.27	0.29	0.22	0.26	0.27	0.06	0.03	0.02	-0.07	0.04	0.01	0.09
Science	4	0.48	0.38	0.41	0.46	0.41	0.38	0.36	-0.11	0.04	0.04	-0.05	-0.02	-0.02	-0.12
	8	0.49	0.40	0.37	0.41	0.42	0.39	0.40	-0.09	-0.03	0.04	0.01	-0.03	0.01	-0.09
	10	0.26	0.25	0.22	0.23	0.23	0.17	0.19	-0.01	-0.03	0.02	0.00	-0.06	0.02	-0.06

Some items appearing in the test forms at all grade levels and for all content areas have been revised/alterd/added across administrations, thus comparisons of statistics must be done with caution.

Table 47
Longitudinal Summary of Impact Data by Grade—Reading

2007–08							2008–09				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined					Proficient & Advanced Combined
Reading	3	14.82%	14.49%	29.31%	41.38%	70.69%	11.64%	18.17%	34.68%	35.51%	70.19%
	4	11.65%	17.58%	28.11%	42.67%	70.77%	11.36%	21.72%	37.45%	29.46%	66.92%
	5	12.92%	15.34%	26.53%	45.21%	71.74%	13.59%	17.55%	28.50%	40.37%	68.87%
	6	11.81%	20.60%	25.93%	41.67%	67.59%	12.47%	23.38%	28.18%	35.97%	64.16%
	7	13.08%	23.42%	16.53%	46.97%	63.50%	12.12%	19.77%	20.66%	47.45%	68.11%
	8	15.10%	24.06%	23.95%	36.89%	60.84%	13.12%	23.76%	24.38%	38.74%	63.12%
	10	16.37%	22.34%	24.37%	36.93%	61.29%	14.30%	20.47%	27.87%	37.36%	65.23%
2009–10							2010–11				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined					Proficient & Advanced Combined
Reading	3	14.21%	17.64%	33.12%	35.03%	68.15%	13.84%	20.64%	34.61%	30.91%	65.51%
	4	8.48%	23.20%	40.17%	28.15%	68.32%	11.23%	22.96%	37.85%	27.96%	65.81%
	5	11.42%	19.92%	32.87%	35.79%	68.66%	7.94%	20.26%	34.48%	37.32%	71.80%
	6	13.13%	21.49%	27.72%	37.67%	65.39%	11.49%	23.35%	27.63%	37.53%	65.16%
	7	11.87%	24.24%	17.42%	46.47%	63.89%	12.45%	25.78%	18.80%	42.96%	61.77%
	8	12.48%	19.80%	22.95%	44.77%	67.72%	13.45%	21.67%	25.28%	39.60%	64.88%
	10	14.30%	24.20%	25.15%	36.35%	61.50%	14.90%	21.24%	28.24%	35.62%	63.86%

Table 47
Longitudinal Summary of Impact Data by Grade—Reading (continued)

2011–12							2012–13				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined					Proficient & Advanced Combined
Reading	3	11.52%	20.00%	38.73%	29.75%	68.48%	11.86%	21.30%	34.18%	32.65%	66.84%
	4	11.64%	22.93%	39.00%	26.43%	65.43%	10.20%	23.41%	40.10%	26.29%	66.39%
	5	10.03%	19.31%	34.04%	36.63%	70.67%	10.25%	20.98%	30.75%	38.02%	68.77%
	6	8.17%	22.93%	34.85%	34.05%	68.90%	11.02%	24.21%	29.78%	34.99%	64.77%
	7	12.00%	26.37%	19.60%	42.04%	61.64%	10.05%	27.01%	21.21%	41.74%	62.95%
	8	11.62%	25.34%	22.00%	41.04%	63.04%	11.99%	23.06%	23.86%	41.10%	64.95%
	10	9.22%	17.93%	34.32%	38.54%	72.86%	10.42%	19.53%	28.65%	41.41%	70.05%
2013–14											
Percent of Students in Each Performance Level											
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD					
		Minimal				Proficient & Advanced Combined					
Reading	3	8.77%	20.81%	35.08%	35.34%	70.42%					
	4	9.41%	26.16%	36.92%	27.51%	64.43%					
	5	9.83%	20.35%	33.45%	36.37%	69.83%					
	6	10.07%	26.04%	28.24%	35.65%	63.89%					
	7	10.27%	29.30%	20.76%	39.68%	60.44%					
	8	9.42%	23.66%	27.82%	39.10%	66.92%					
	10	11.24%	20.00%	25.23%	43.53%	68.76%					

Table 47
Longitudinal Summary of Impact Data by Grade—Reading (continued)

Difference between 2008–09 and 2007–08							Difference between 2009–10 and 2008–09				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Reading	3	-3.18%	3.68%	5.37%	-5.87%	-0.50%	2.57%	-0.53%	-1.56%	-0.49%	-2.04%
	4	-0.28%	4.14%	9.35%	-13.20%	-3.86%	-2.88%	1.48%	2.71%	-1.31%	1.40%
	5	0.67%	2.21%	1.97%	-4.84%	-2.88%	-2.17%	2.38%	4.37%	-4.58%	-0.21%
	6	0.66%	2.78%	2.26%	-5.69%	-3.44%	0.66%	-1.89%	-0.46%	1.69%	1.23%
	7	-0.96%	-3.65%	4.14%	0.48%	4.62%	-0.25%	4.47%	-3.24%	-0.98%	-4.22%
	8	-1.98%	-0.30%	0.43%	1.85%	2.28%	-0.63%	-3.96%	-1.43%	6.03%	4.60%
	10	-2.07%	-1.87%	3.50%	0.43%	3.93%	0.00%	3.73%	-2.72%	-1.01%	-3.73%
Difference between 2010–11 and 2009–10							Difference between 2011–12 and 2010–11				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Reading	3	-0.37%	3.00%	1.48%	-4.12%	-2.63%	-2.32%	-0.64%	4.13%	-1.16%	2.97%
	4	2.75%	-0.25%	-2.31%	-0.19%	-2.50%	0.41%	-0.02%	1.15%	-1.54%	-0.39%
	5	-3.48%	0.34%	1.61%	1.54%	3.15%	2.09%	-0.95%	-0.44%	-0.69%	-1.13%
	6	-1.64%	1.87%	-0.09%	-0.14%	-0.23%	-3.32%	-0.42%	7.22%	-3.48%	3.74%
	7	0.58%	1.54%	1.38%	-3.50%	-2.12%	-0.46%	0.59%	0.79%	-0.92%	-0.13%
	8	0.97%	1.87%	2.33%	-5.17%	-2.84%	-1.83%	3.67%	-3.28%	1.44%	-1.84%
	10	0.59%	-2.95%	3.09%	-0.73%	2.36%	-5.68%	-3.32%	6.08%	2.92%	9.00%

Table 47
Longitudinal Summary of Impact Data by Grade—Reading (continued)

		Difference between 2012–13 and 2011–12					Difference between 2013–14 and 2012–13				
		Percent of Students in Each Performance Level					Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Reading	3	0.34%	1.30%	-4.55%	2.91%	-1.64%	-3.09%	-0.49%	0.90%	2.69%	3.58%
	4	-1.44%	0.48%	1.10%	-0.14%	0.96%	-0.79%	2.75%	-3.18%	1.22%	-1.96%
	5	0.22%	1.67%	-3.28%	1.39%	-1.90%	-0.42%	-0.63%	2.70%	-1.65%	1.05%
	6	2.84%	1.29%	-5.07%	0.94%	-4.13%	-0.95%	1.83%	-1.54%	0.66%	-0.88%
	7	-1.95%	0.64%	1.61%	-0.30%	1.31%	0.22%	2.29%	-0.44%	-2.06%	-2.51%
	8	0.37%	-2.28%	1.86%	0.06%	1.91%	-2.57%	0.60%	3.96%	-1.99%	1.97%
	10	1.20%	1.61%	-5.67%	2.87%	-2.80%	0.83%	0.47%	-3.42%	2.12%	-1.29%

		Difference between 2013–14 and 2007–08				
		Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Reading	3	-6.05%	6.32%	5.77%	-6.04%	-0.27%
	4	-2.23%	8.58%	8.81%	-15.16%	-6.35%
	5	-3.09%	5.01%	6.92%	-8.84%	-1.92%
	6	-1.74%	5.44%	2.32%	-6.02%	-3.70%
	7	-2.82%	5.87%	4.23%	-7.29%	-3.06%
	8	-5.68%	-0.41%	3.87%	2.21%	6.08%
	10	-5.13%	-2.34%	0.86%	6.60%	7.46%

Table 48
Longitudinal Summary of Impact Data by Grade—Mathematics

2007–08							2008–09				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined					Proficient & Advanced Combined
Mathematics	3	13.70%	14.20%	31.01%	41.10%	72.11%	9.29%	16.31%	35.24%	39.17%	74.41%
	4	12.70%	14.82%	26.85%	45.64%	72.49%	11.61%	16.73%	29.84%	41.82%	71.66%
	5	14.80%	14.41%	25.74%	45.05%	70.79%	13.66%	17.91%	24.93%	43.50%	68.44%
	6	14.00%	15.65%	29.52%	40.84%	70.36%	13.78%	15.48%	33.81%	36.93%	70.74%
	7	12.36%	13.72%	27.57%	46.35%	73.92%	11.11%	13.16%	31.93%	43.81%	75.73%
	8	15.60%	18.12%	24.43%	41.86%	66.28%	13.72%	18.42%	26.45%	41.41%	67.86%
	10	16.69%	22.64%	27.56%	33.12%	60.67%	14.18%	22.81%	28.48%	34.53%	63.01%
2009–10							2010–11				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined					Proficient & Advanced Combined
Mathematics	3	11.85%	15.92%	35.67%	36.56%	72.23%	11.51%	15.35%	41.13%	32.01%	73.14%
	4	8.74%	16.88%	30.70%	43.68%	74.38%	11.45%	17.66%	31.91%	38.98%	70.89%
	5	11.75%	17.88%	29.76%	40.61%	70.37%	8.90%	16.37%	30.61%	44.13%	74.73%
	6	15.43%	16.09%	30.59%	37.90%	68.48%	12.16%	16.22%	32.06%	39.56%	71.62%
	7	12.15%	13.80%	29.49%	44.56%	74.05%	12.59%	17.46%	32.29%	37.66%	69.95%
	8	12.91%	18.61%	30.13%	38.35%	68.48%	12.83%	18.56%	31.38%	37.24%	68.62%
	10	12.63%	28.01%	31.11%	28.25%	59.36%	13.62%	25.29%	32.17%	28.92%	61.09%

Table 48
Longitudinal Summary of Impact Data by Grade—Mathematics (continued)

2011–12							2012–13				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined					Proficient & Advanced Combined
Mathematics	3	8.73%	17.60%	39.11%	34.56%	73.67%	8.56%	21.07%	37.93%	32.44%	70.37%
	4	10.50%	17.74%	32.67%	39.09%	71.76%	8.88%	18.01%	35.05%	38.06%	73.11%
	5	10.04%	16.73%	31.35%	41.88%	73.23%	9.55%	18.62%	28.40%	43.44%	71.84%
	6	10.11%	15.00%	37.84%	37.05%	74.89%	12.88%	15.31%	34.39%	37.42%	71.81%
	7	12.37%	15.22%	38.64%	33.77%	72.41%	9.94%	17.54%	38.88%	33.63%	72.51%
	8	12.50%	19.68%	33.66%	34.16%	67.82%	12.00%	19.31%	31.54%	37.14%	68.69%
	10	8.84%	22.66%	35.34%	33.16%	68.50%	10.56%	24.12%	29.86%	35.46%	65.32%

2013–14						
Percent of Students in Each Performance Level						
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined
Mathematics	3	7.09%	15.35%	40.68%	36.88%	77.56%
	4	8.82%	18.63%	34.93%	37.62%	72.55%
	5	10.45%	17.49%	30.05%	42.02%	72.07%
	6	11.38%	16.61%	33.91%	38.10%	72.01%
	7	10.56%	17.29%	35.15%	37.01%	72.16%
	8	9.22%	21.52%	32.93%	36.33%	69.27%
	10	10.47%	25.65%	27.88%	36.00%	63.87%

Table 48
Longitudinal Summary of Impact Data by Grade—Mathematics (continued)

Difference between 2008–09 and 2007–08							Difference between 2009–10 and 2008–09				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Mathematics	3	-4.41%	2.11%	4.23%	-1.93%	2.30%	2.56%	-0.39%	0.43%	-2.61%	-2.18%
	4	-1.09%	1.91%	2.99%	-3.81%	-0.83%	-2.87%	0.15%	0.86%	1.86%	2.72%
	5	-1.14%	3.49%	-0.81%	-1.54%	-2.35%	-1.91%	-0.03%	4.82%	-2.89%	1.94%
	6	-0.21%	-0.17%	4.29%	-3.91%	0.39%	1.64%	0.61%	-3.23%	0.97%	-2.26%
	7	-1.25%	-0.57%	4.36%	-2.55%	1.82%	1.04%	0.64%	-2.43%	0.75%	-1.68%
	8	-1.88%	0.30%	2.03%	-0.45%	1.58%	-0.81%	0.19%	3.68%	-3.06%	0.62%
	10	-2.51%	0.17%	0.93%	1.41%	2.34%	-1.55%	5.20%	2.63%	-6.28%	-3.65%

Difference between 2010–11 and 2009–10							Difference between 2011–12 and 2010–11				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Mathematics	3	-0.34%	-0.58%	5.46%	-4.55%	0.91%	-2.78%	2.25%	-2.01%	2.54%	0.53%
	4	2.71%	0.78%	1.22%	-4.71%	-3.49%	-0.95%	0.08%	0.76%	0.11%	0.87%
	5	-2.85%	-1.51%	0.85%	3.52%	4.36%	1.14%	0.36%	0.75%	-2.24%	-1.50%
	6	-3.26%	0.13%	1.48%	1.66%	3.14%	-2.05%	-1.22%	5.78%	-2.51%	3.26%
	7	0.44%	3.66%	2.80%	-6.90%	-4.10%	-0.23%	-2.24%	6.35%	-3.89%	2.46%
	8	-0.08%	-0.05%	1.26%	-1.12%	0.14%	-0.33%	1.12%	2.28%	-3.08%	-0.80%
	10	0.99%	-2.72%	1.06%	0.67%	1.73%	-4.78%	-2.63%	3.17%	4.24%	7.41%

Table 48
Longitudinal Summary of Impact Data by Grade—Mathematics (continued)

Difference between 2012–13 and 2011–12							Difference between 2013–14 and 2012–13				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Mathematics	3	-0.18%	3.48%	-1.18%	-2.12%	-3.30%	-1.47%	-5.72%	2.75%	4.44%	7.19%
	4	-1.62%	0.27%	2.38%	-1.04%	1.35%	-0.06%	0.62%	-0.13%	-0.43%	-0.56%
	5	-0.49%	1.89%	-2.95%	1.55%	-1.40%	0.90%	-1.13%	1.65%	-1.42%	0.23%
	6	2.77%	0.31%	-3.46%	0.38%	-3.08%	-1.50%	1.30%	-0.47%	0.67%	0.20%
	7	-2.42%	2.32%	0.24%	-0.14%	0.10%	0.61%	-0.26%	-3.73%	3.38%	-0.36%
	8	-0.50%	-0.36%	-2.12%	2.99%	0.86%	-2.78%	2.20%	1.39%	-0.81%	0.58%
	10	1.73%	1.46%	-5.48%	2.30%	-3.18%	-0.09%	1.53%	-1.98%	0.53%	-1.45%

Difference between 2013–14 and 2007–08						
Percent of Students in Each Performance Level						
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Mathematics	3	-6.61%	1.16%	9.67%	-4.22%	5.45%
	4	-3.87%	3.81%	8.07%	-8.01%	0.06%
	5	-4.36%	3.07%	4.31%	-3.03%	1.28%
	6	-2.61%	0.96%	4.40%	-2.75%	1.65%
	7	-1.80%	3.56%	7.59%	-9.35%	-1.76%
	8	-6.38%	3.40%	8.50%	-5.52%	2.98%
	10	-6.22%	3.02%	0.32%	2.88%	3.20%

Table 49
Longitudinal Summary of Impact Data by Grade—Science

2007–08							2008–09				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined					Proficient & Advanced Combined
Science	4	18.75%	10.90%	16.67%	53.69%	70.35%	15.27%	10.26%	19.02%	55.44%	74.47%
	8	15.61%	10.41%	25.64%	48.35%	73.99%	13.37%	9.90%	21.29%	55.45%	76.73%
	10	15.03%	13.56%	15.84%	55.57%	71.41%	12.49%	12.24%	13.23%	62.05%	75.28%
2009–10							2010–11				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined					Proficient & Advanced Combined
Science	4	12.80%	11.61%	18.25%	57.35%	75.59%	14.58%	14.71%	16.54%	54.17%	70.71%
	8	12.04%	9.13%	25.10%	53.74%	78.83%	11.74%	10.49%	22.22%	55.56%	77.78%
	10	11.63%	13.07%	14.63%	60.67%	75.30%	12.32%	12.58%	15.95%	59.14%	75.10%

Table 49
Longitudinal Summary of Impact Data by Grade—Science (continued)

2011–12							2012–13				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined					Proficient & Advanced Combined
Science	4	15.01%	10.79%	19.34%	54.87%	74.21%	13.99%	13.39%	18.70%	53.92%	72.62%
	8	12.64%	9.29%	22.43%	55.64%	78.07%	12.94%	8.94%	24.74%	53.38%	78.12%
	10	8.22%	11.68%	14.51%	65.60%	80.10%	9.79%	11.62%	13.84%	64.75%	78.59%

2013–14						
Percent of Students in Each Performance Level						
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined
Science	4	13.39%	13.88%	19.66%	53.07%	72.73%
	8	9.34%	9.89%	25.93%	54.84%	80.77%
	10	8.53%	13.78%	11.94%	65.75%	77.69%

Table 49
Longitudinal Summary of Impact Data by Grade—Science (continued)

Difference between 2008–09 and 2007–08							Difference between 2009–10 and 2008–09				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal	Basic	Proficient	Advanced	Proficient & Advanced Combined	Minimal	Basic	Proficient	Advanced	Proficient & Advanced Combined
Science	4	-3.48%	-0.63%	2.36%	1.76%	4.12%	-2.47%	1.35%	-0.78%	1.90%	1.12%
	8	-2.24%	-0.51%	-4.35%	7.10%	2.75%	-1.33%	-0.78%	3.81%	-1.71%	2.10%
	10	-2.55%	-1.32%	-2.61%	6.48%	3.87%	-0.85%	0.83%	1.40%	-1.38%	0.02%

Difference between 2010–11 and 2009–10							Difference between 2011–12 and 2010–11				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal	Basic	Proficient	Advanced	Proficient & Advanced Combined	Minimal	Basic	Proficient	Advanced	Proficient & Advanced Combined
Science	4	1.79%	3.10%	-1.70%	-3.18%	-4.88%	0.42%	-3.92%	2.80%	0.70%	3.50%
	8	-0.31%	1.36%	-2.87%	1.82%	-1.06%	0.90%	-1.19%	0.21%	0.08%	0.29%
	10	0.69%	-0.49%	1.33%	-1.53%	-0.20%	-4.11%	-0.90%	-1.45%	6.45%	5.01%

Table 49
Longitudinal Summary of Impact Data by Grade—Science (continued)

Difference between 2012–13 and 2011–12							Difference between 2013–14 and 2012–13				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined	Minimal				Proficient & Advanced Combined
Science	4	-1.01%	2.61%	-0.65%	-0.94%	-1.59%	-0.60%	0.49%	0.96%	-0.85%	0.11%
	8	0.31%	-0.36%	2.31%	-2.26%	0.05%	-3.60%	0.96%	1.19%	1.46%	2.65%
	10	1.58%	-0.06%	-0.67%	-0.85%	-1.51%	-1.26%	2.16%	-1.90%	1.00%	-0.90%

Difference between 2013–14 and 2007–08						
Percent of Students in Each Performance Level						
Content	Grade	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD	WAA-SwD
		Minimal				Proficient & Advanced Combined
Science	4	-5.36%	2.99%	2.99%	-0.61%	2.37%
	8	-6.27%	-0.52%	0.30%	6.49%	6.78%
	10	-6.50%	0.22%	-3.90%	10.18%	6.28%

Figures 1–33

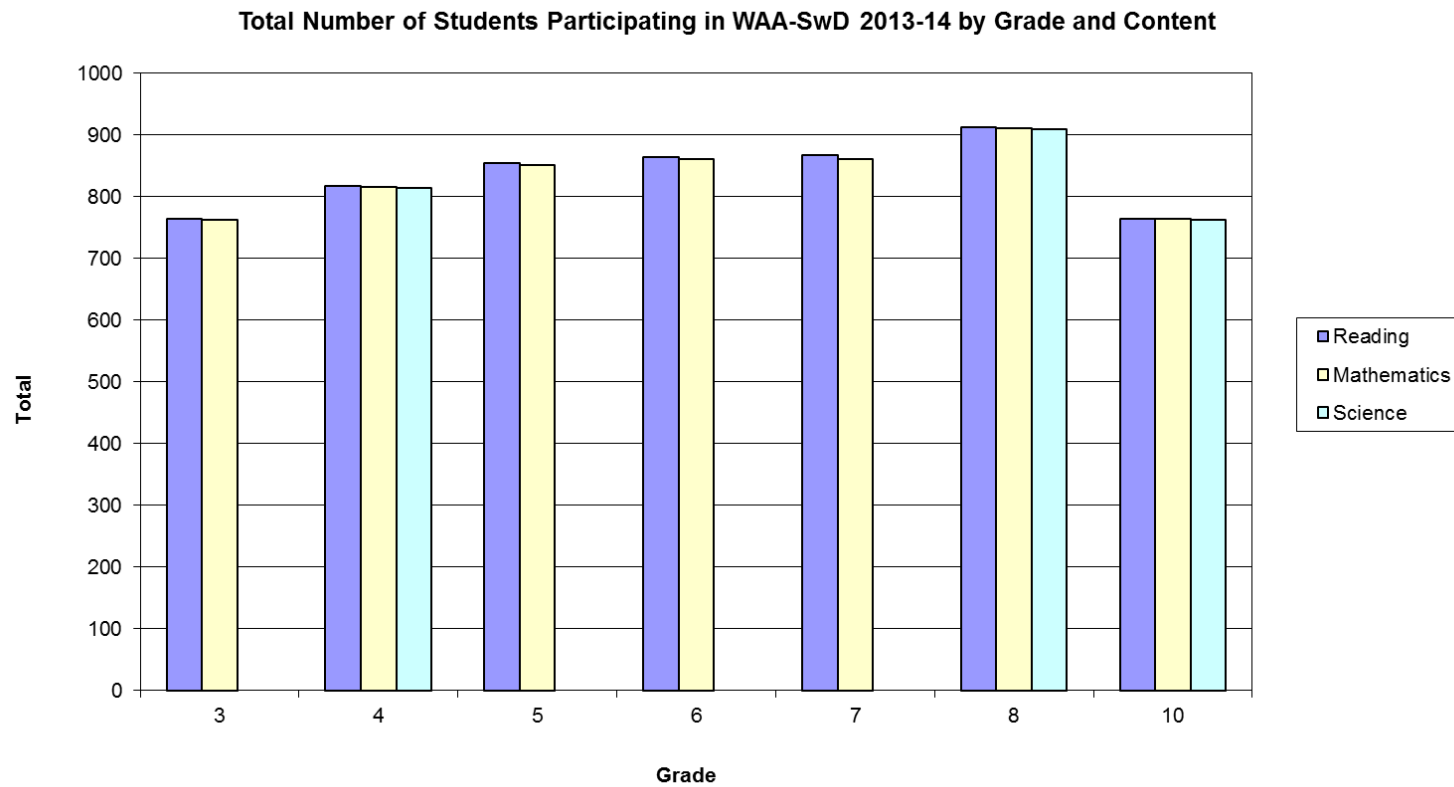
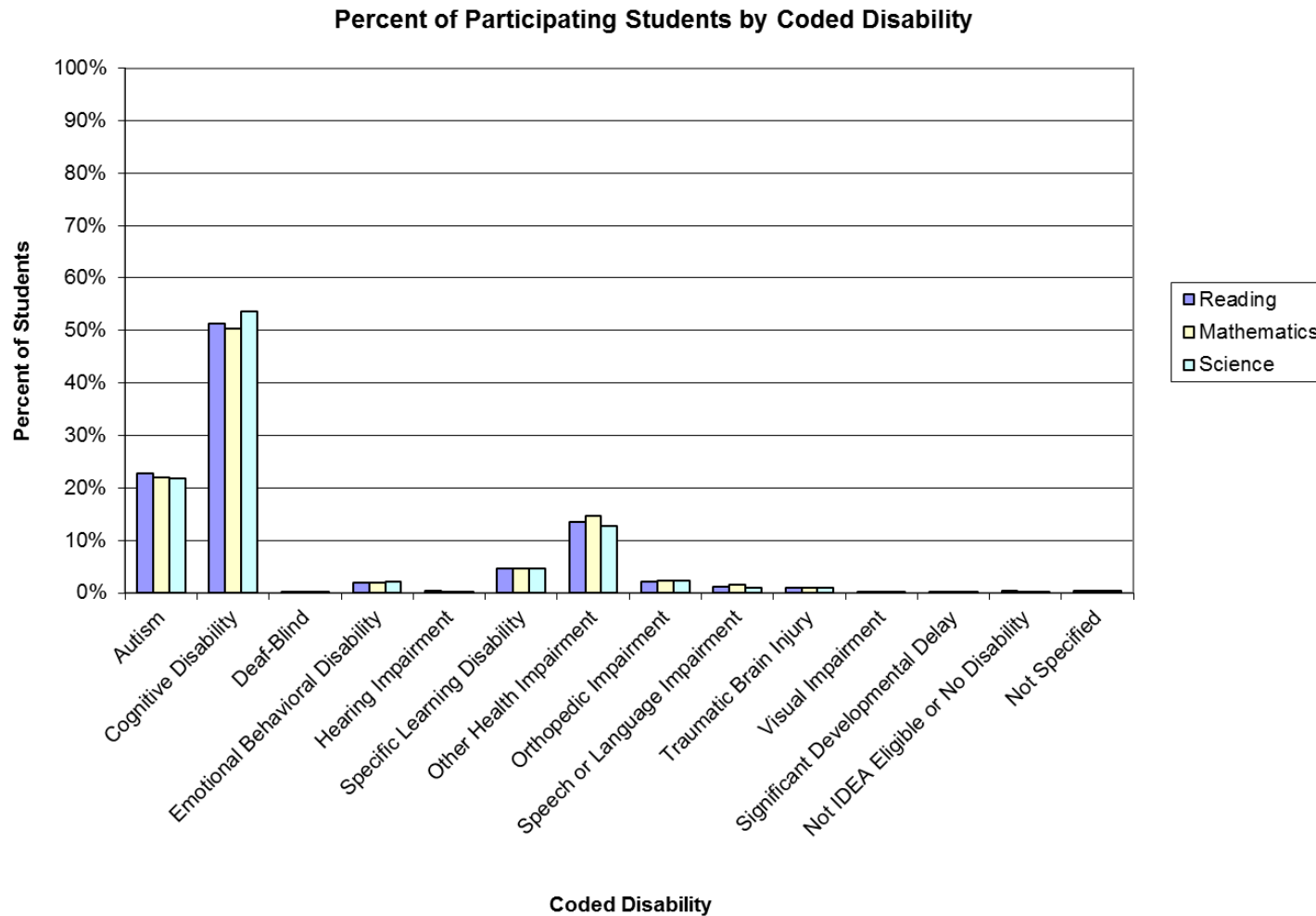
Figure 1. Total Number of Students Participating in WAA-SwD 2013–14 by Grade and Content

Figure 2. Percent of Participating Students by Coded Disability

U

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

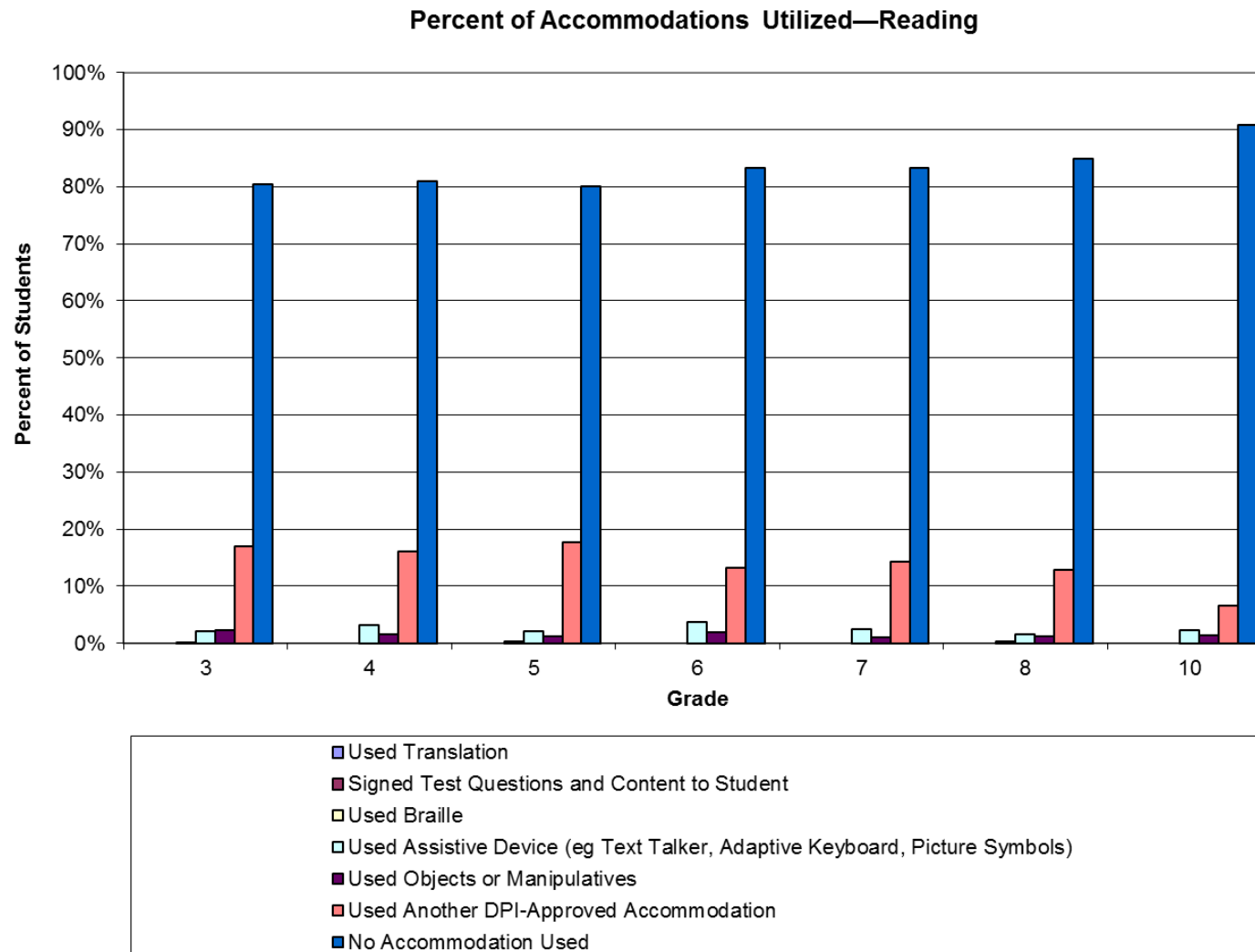
Figure 3. Percent of Accommodations Utilized—Reading

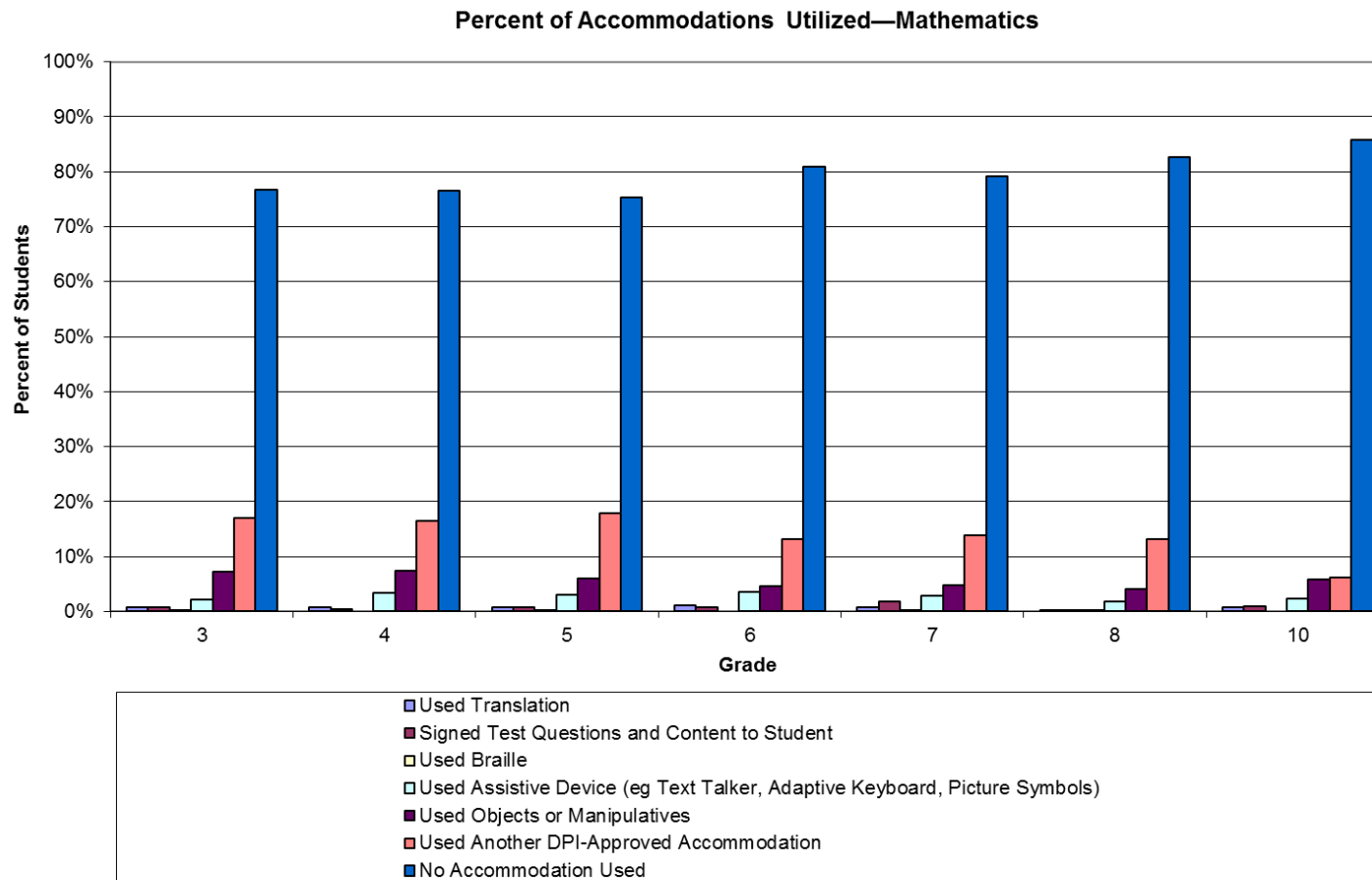
Figure 4. Percent of Accommodations Utilized—Mathematics

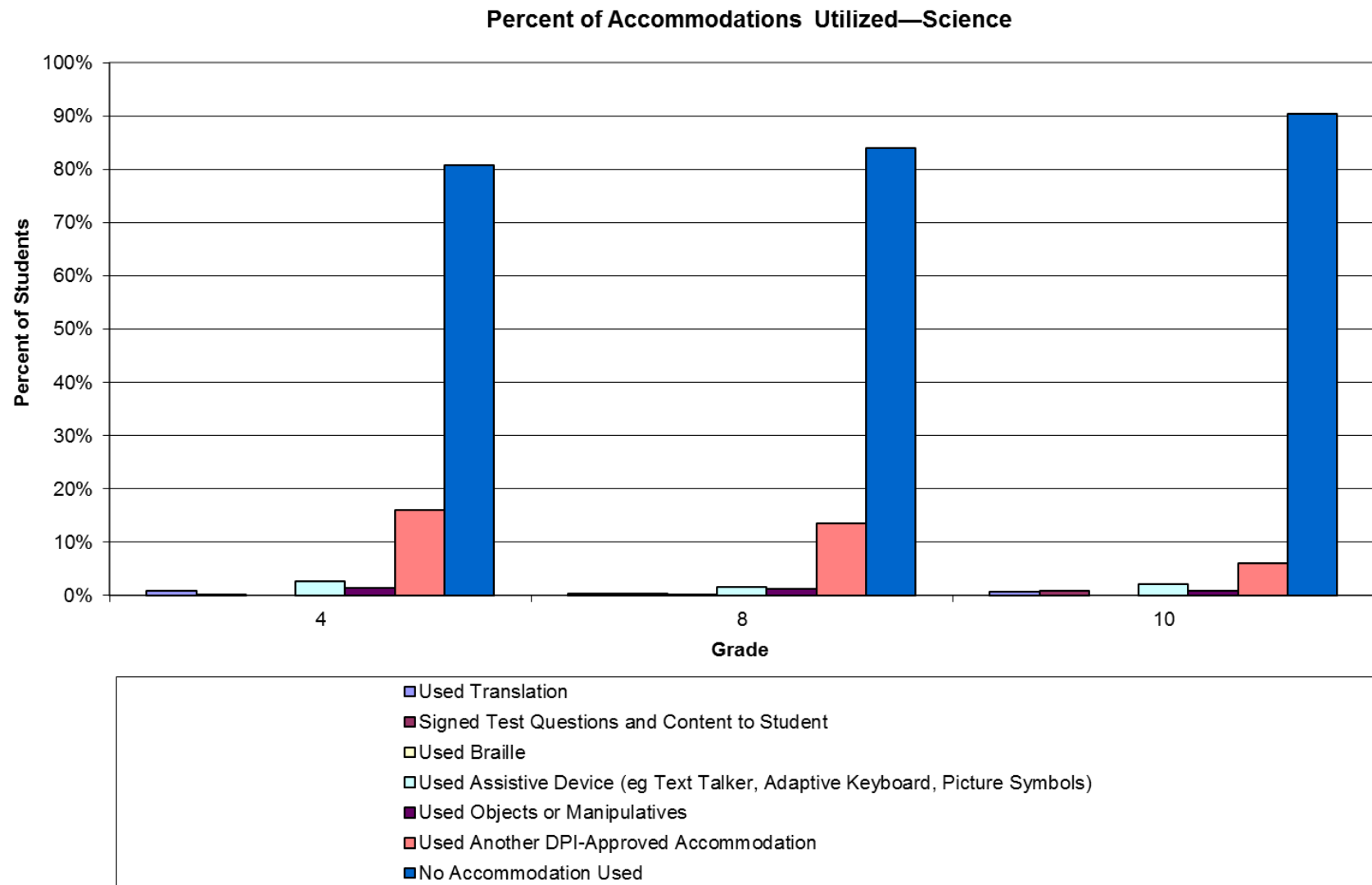
Figure 5. Percent of Accommodations Utilized—Science

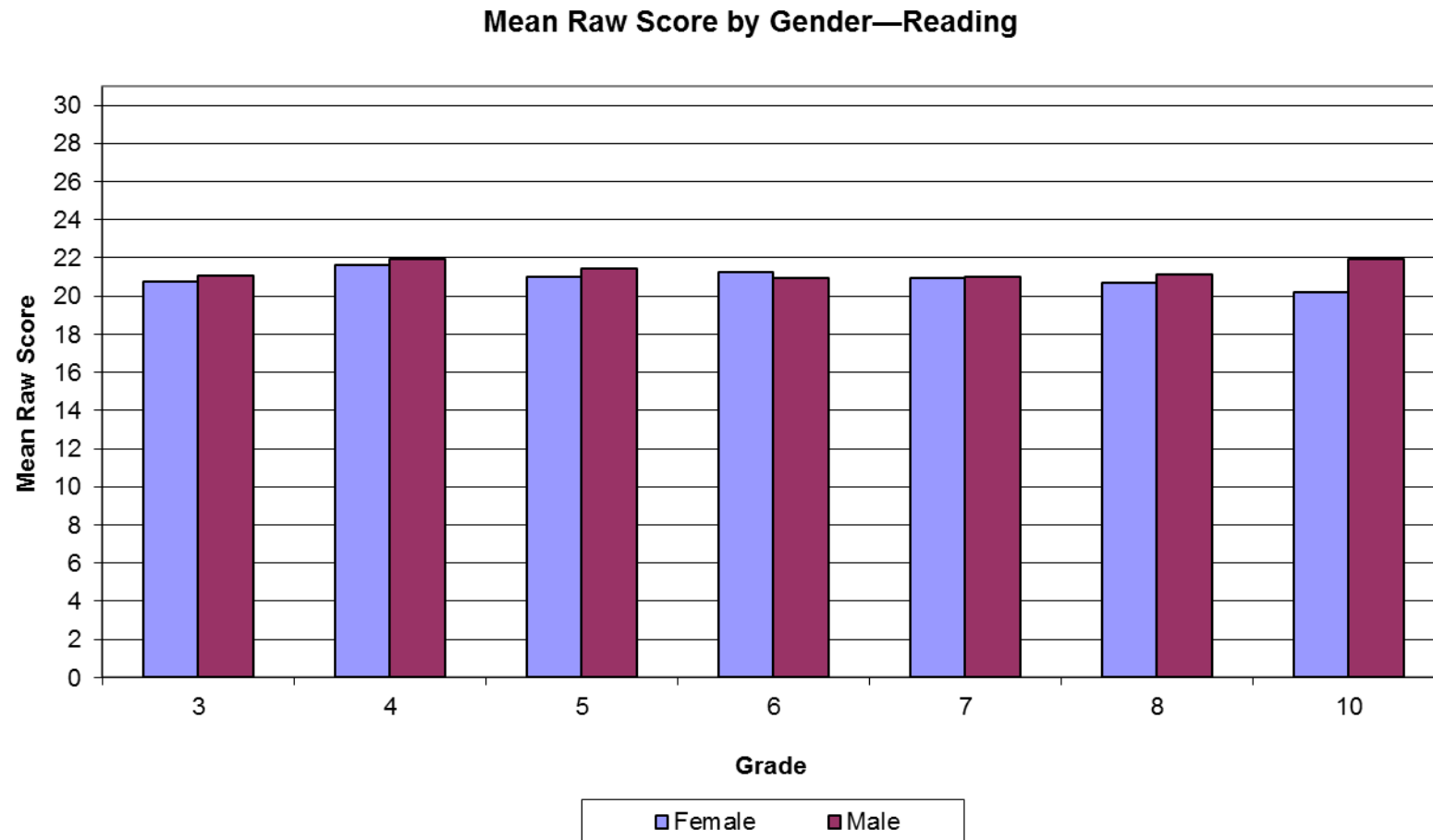
Figure 6. Mean Raw Score by Gender—Reading

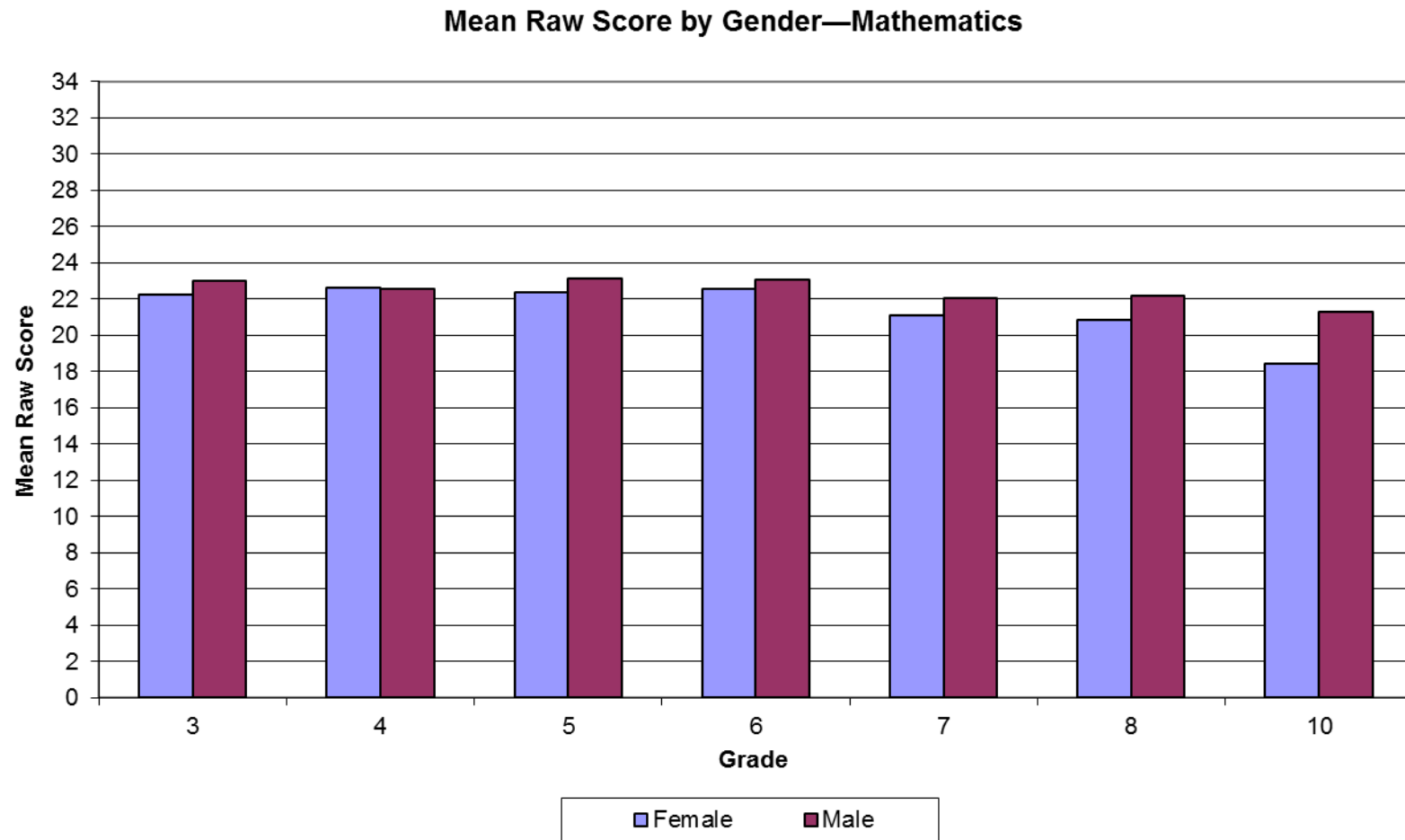
Figure 7. Mean Raw Score by Gender—Mathematics

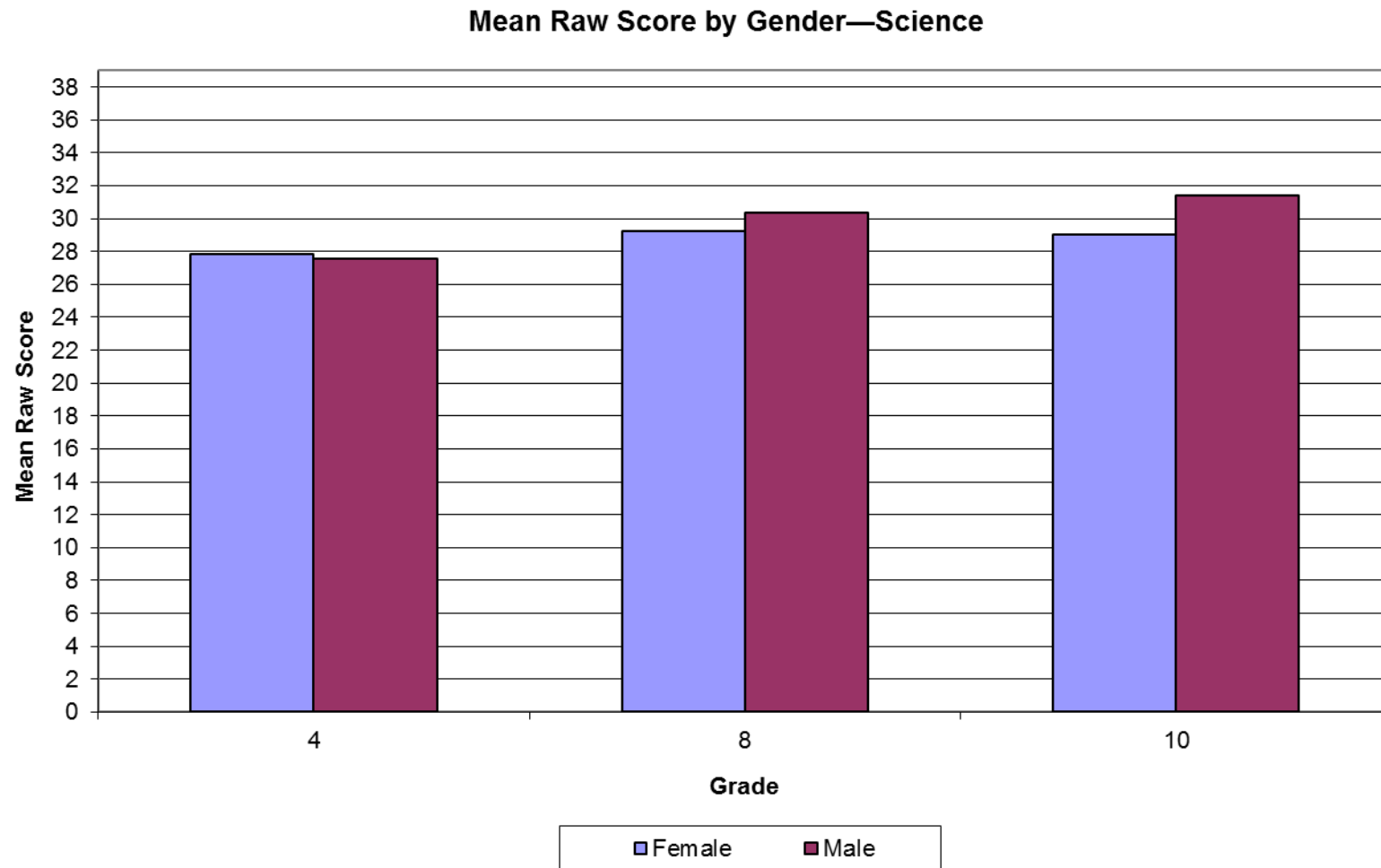
Figure 8. Mean Raw Score by Gender—Science

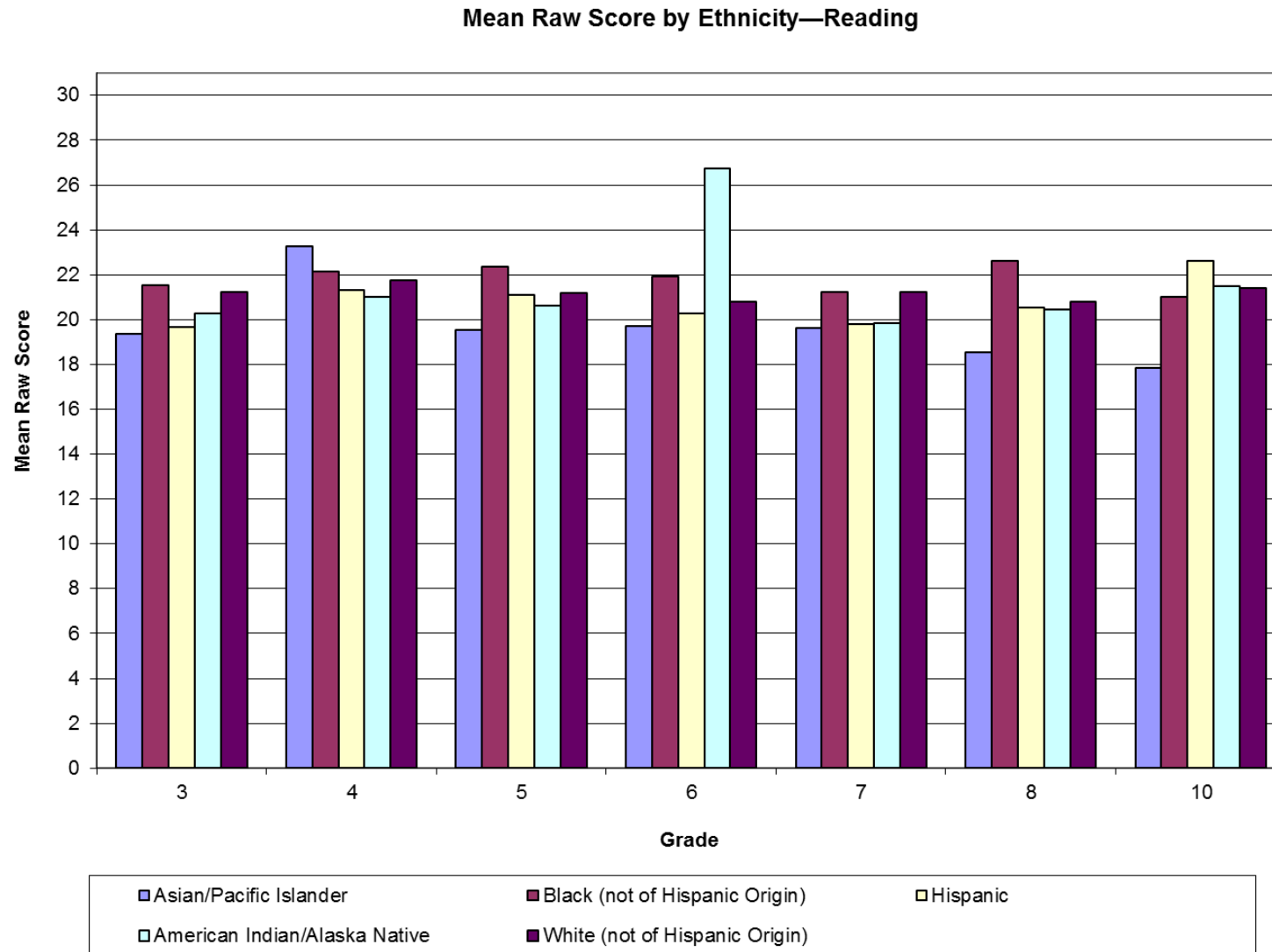
Figure 9. Mean Raw Score by Ethnicity—Reading

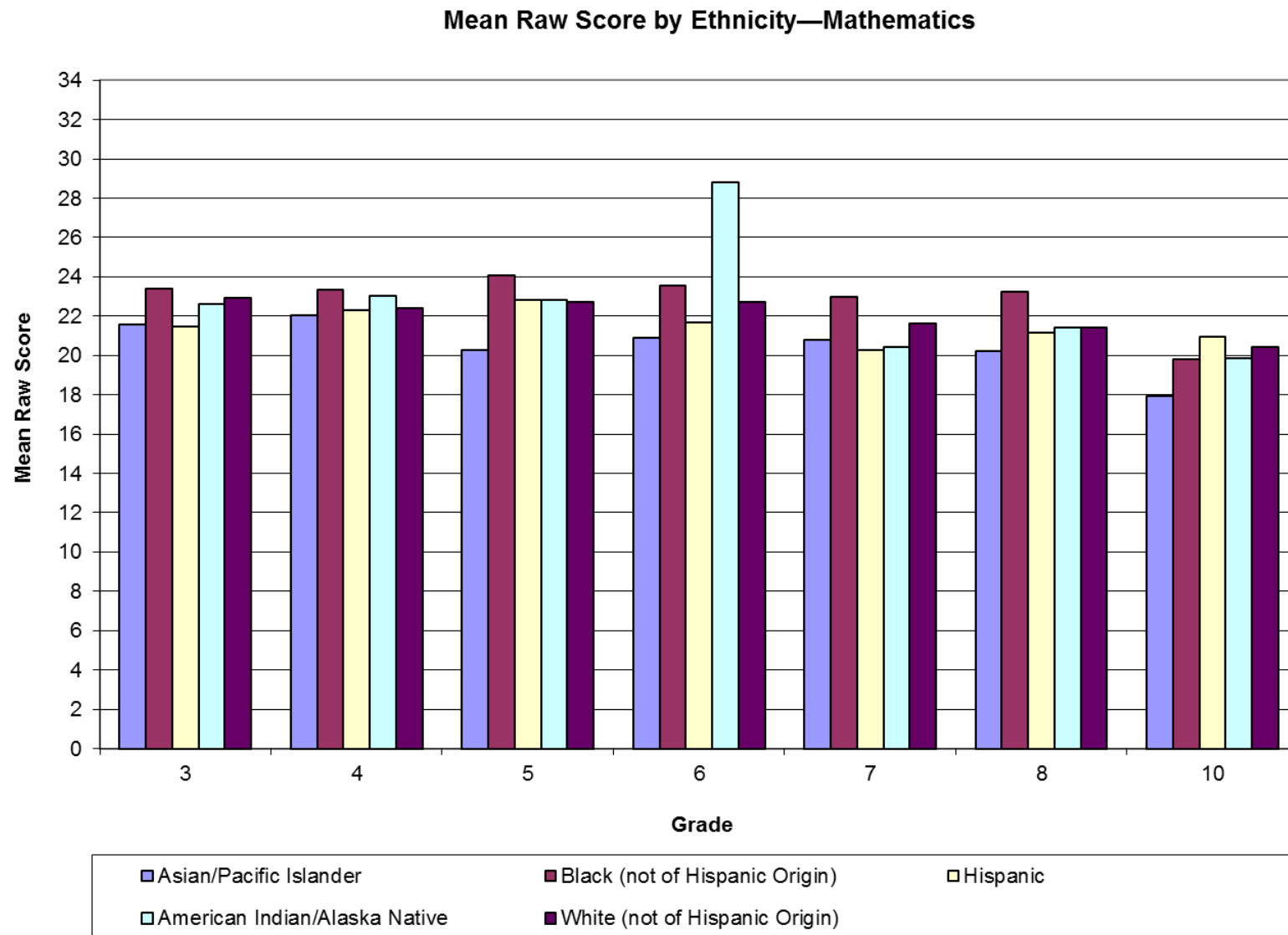
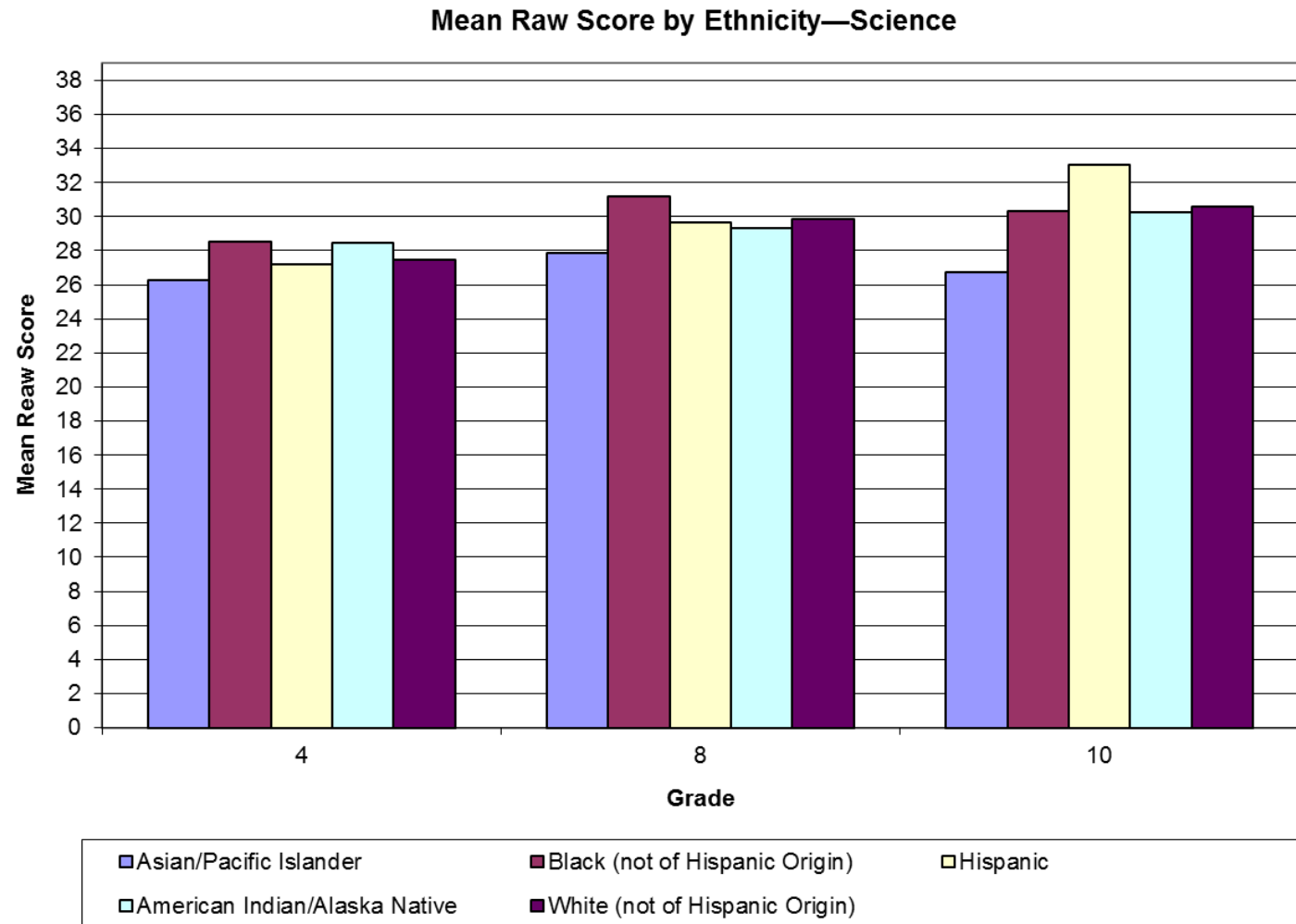
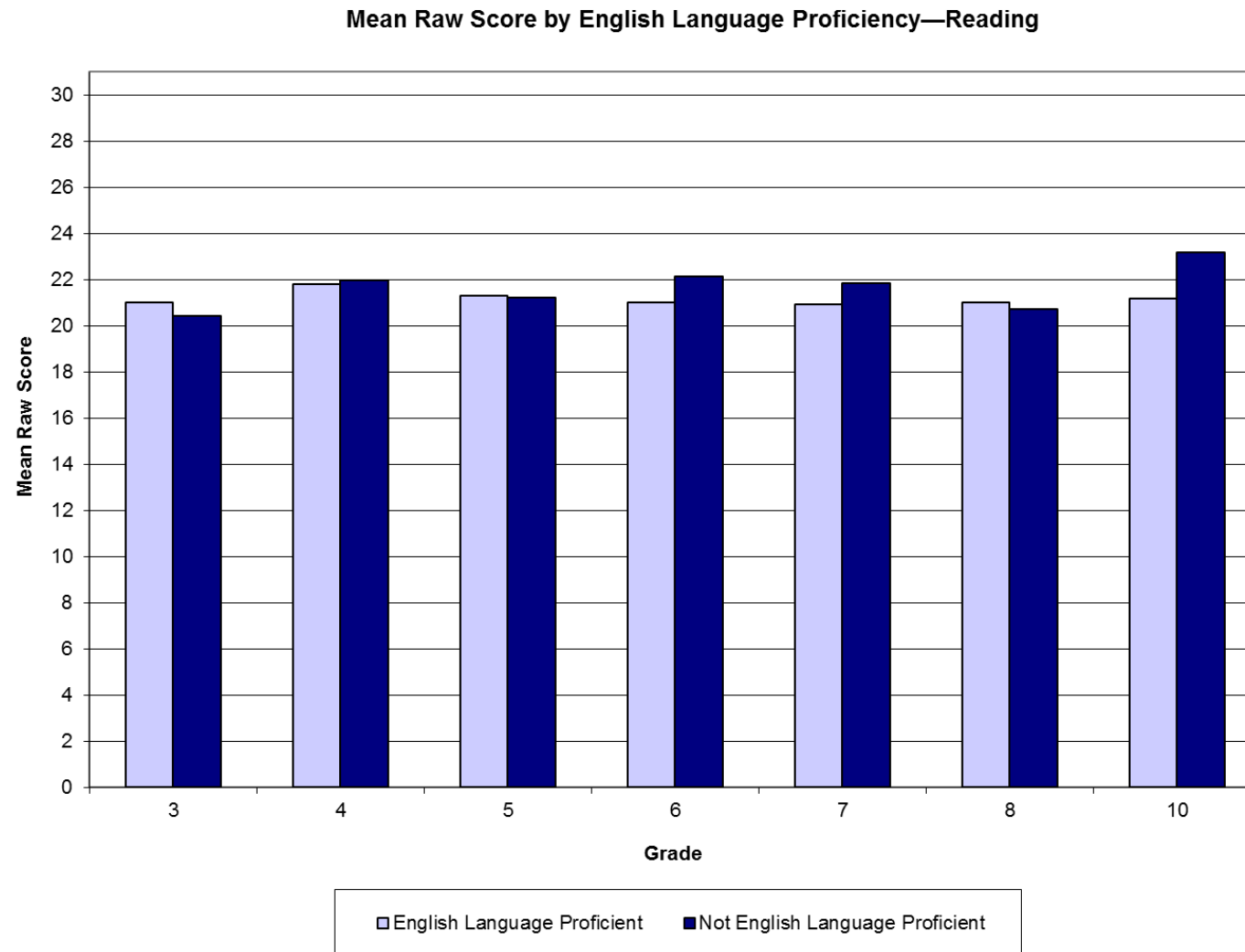
Figure 10. Mean Raw Score by Ethnicity—Mathematics

Figure 11. Mean Raw Score by Ethnicity—Science

Science grade 4 has a maximum possible score of 37.

Figure 12. Mean Raw Score by English Language Proficiency—Reading

Reading grade 7 has a maximum possible score of 31.

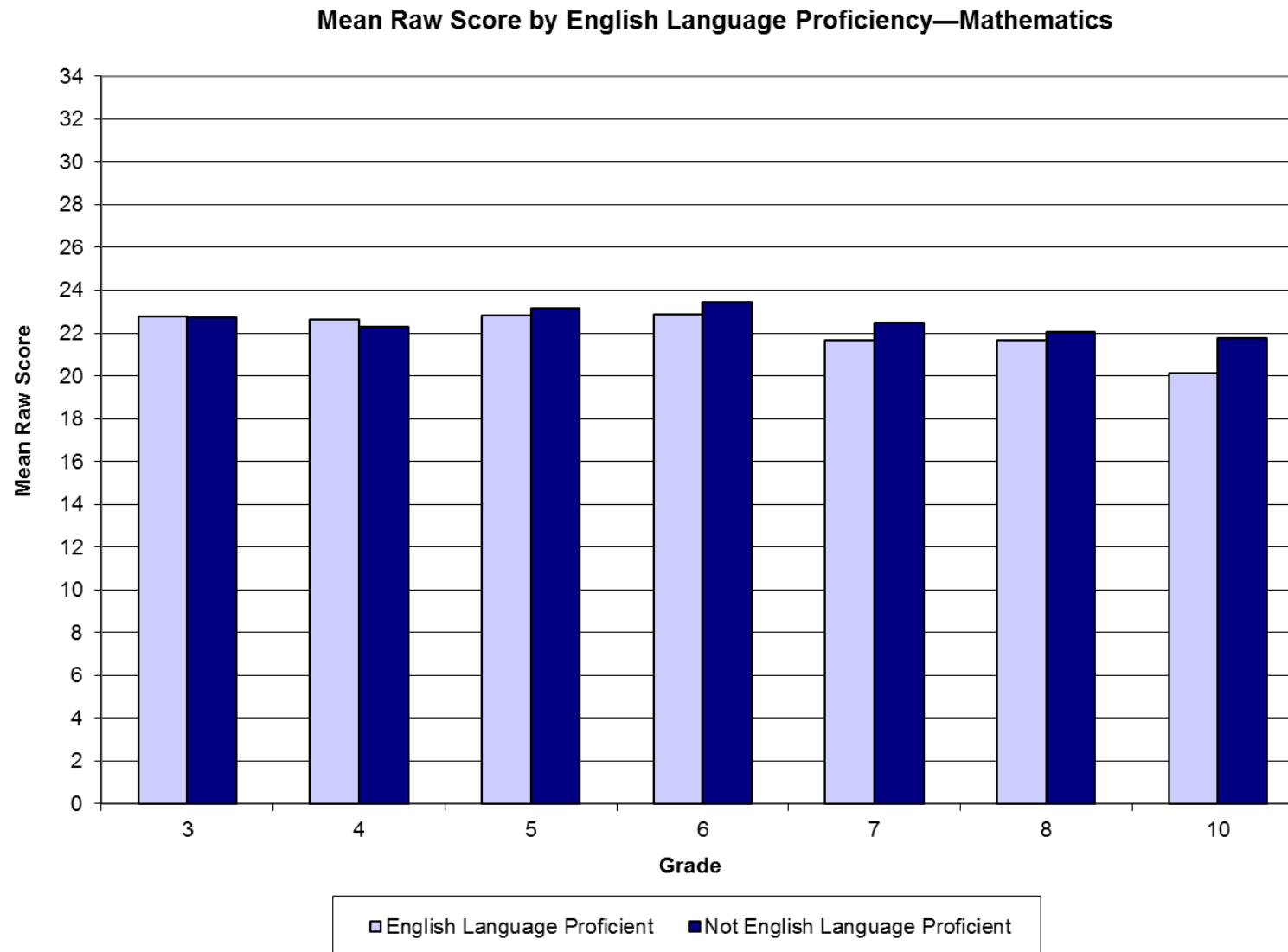
Figure 13. Mean Raw Score by English Language Proficiency—Mathematics

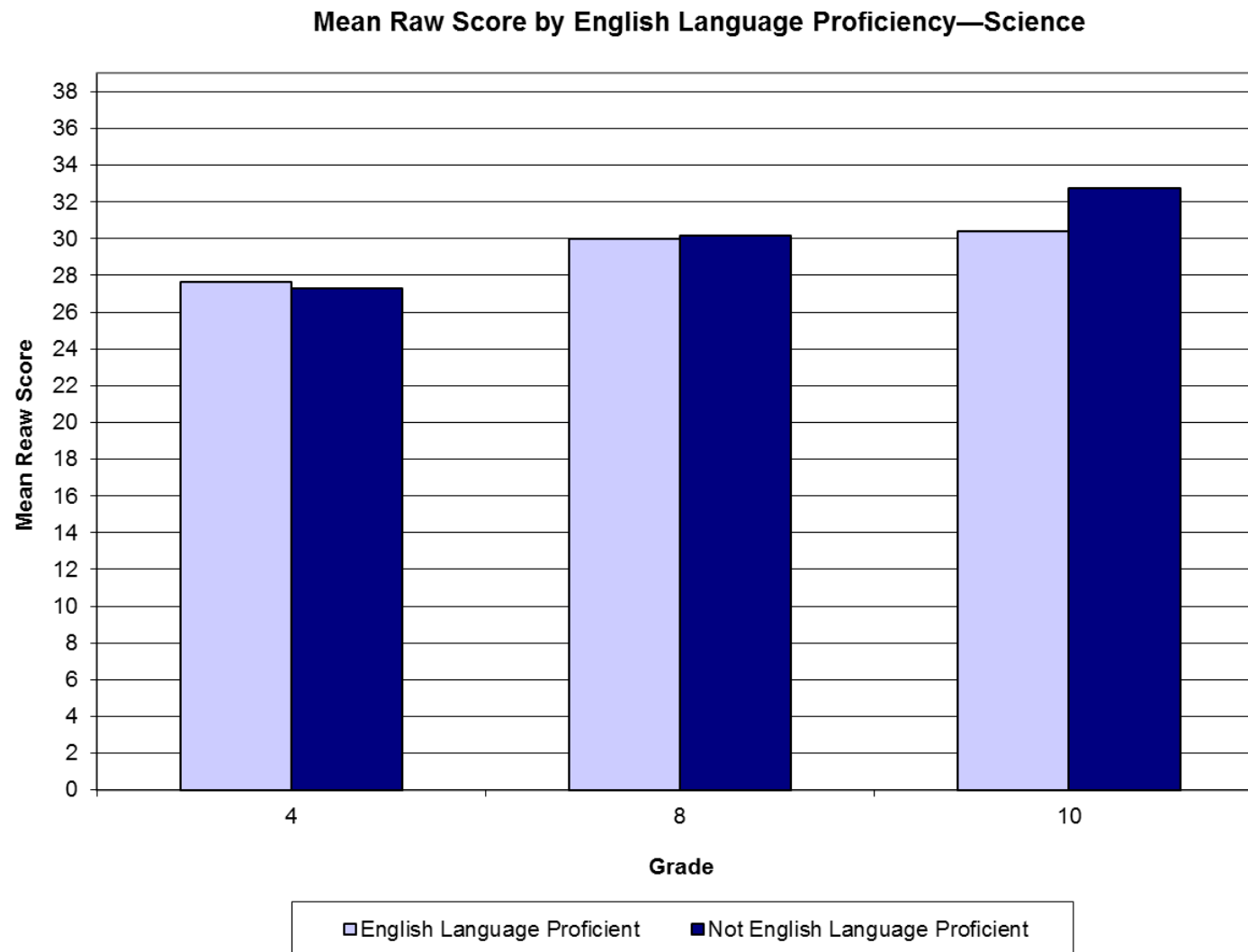
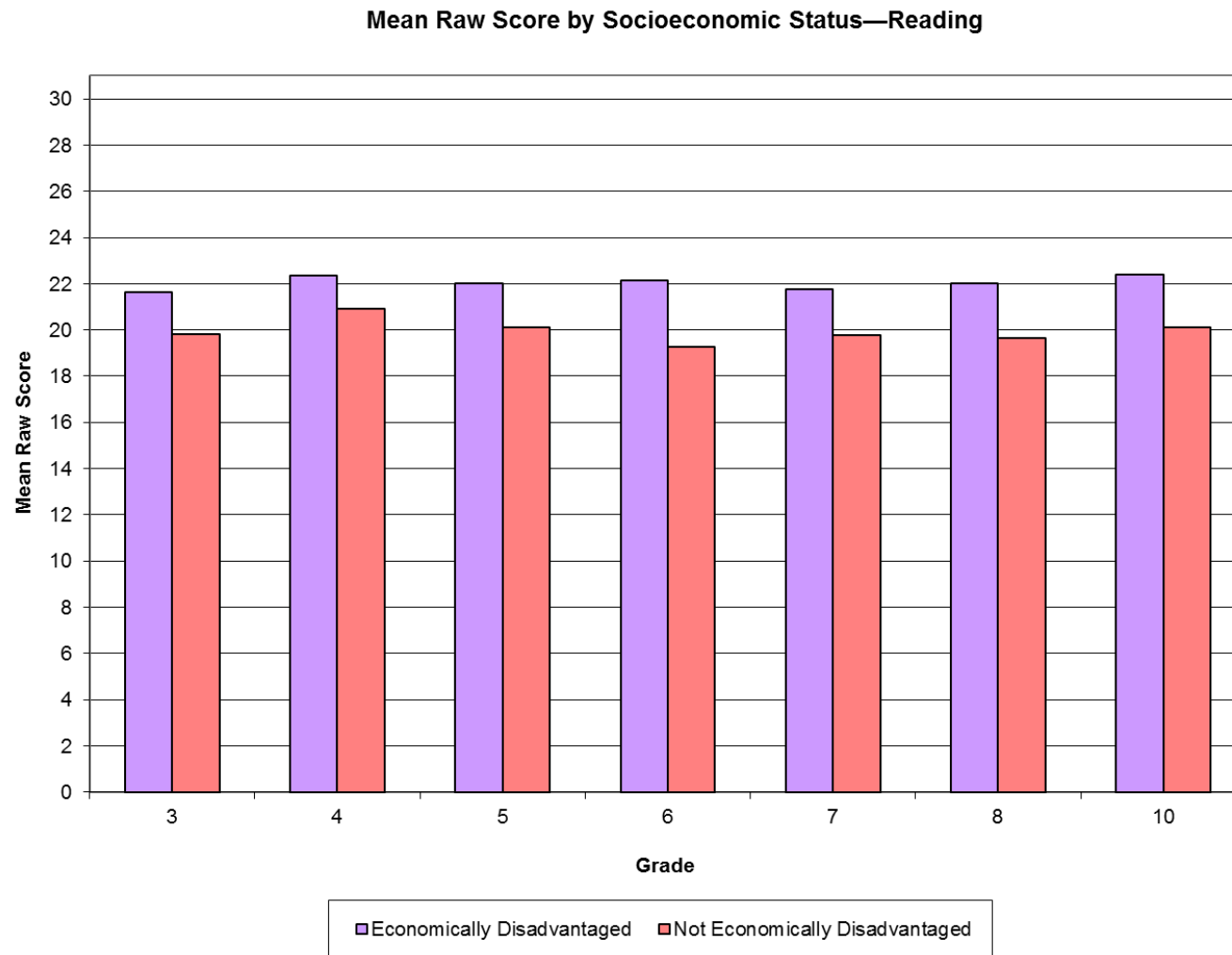
Figure 14. Mean Raw Score by English Language Proficiency—Science

Figure 15. Mean Raw Score by Socioeconomic Status—Reading

Reading grade 7 has a maximum possible score of 31.

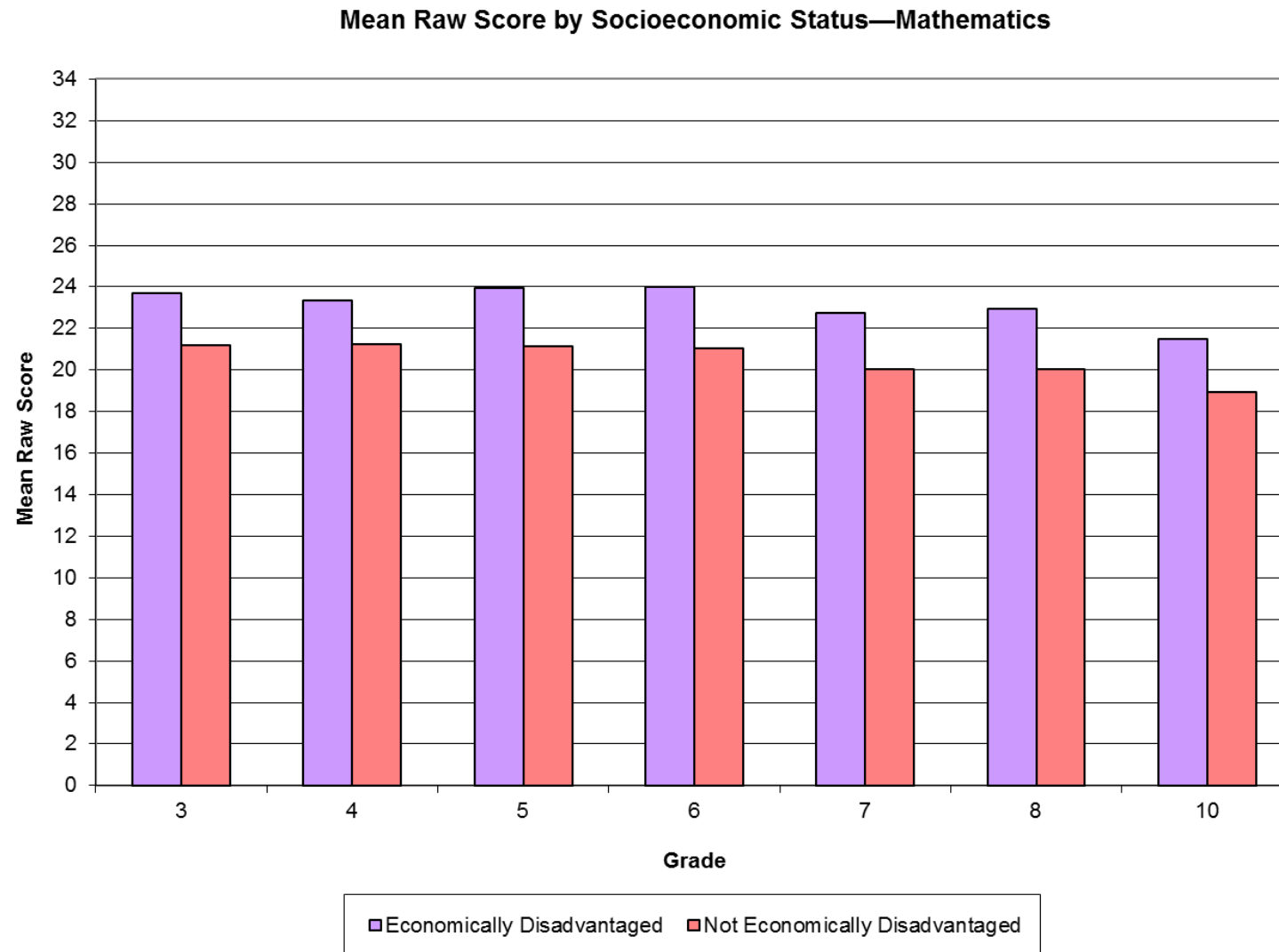
Figure 16. Mean Raw Score by Socioeconomic Status—Mathematics

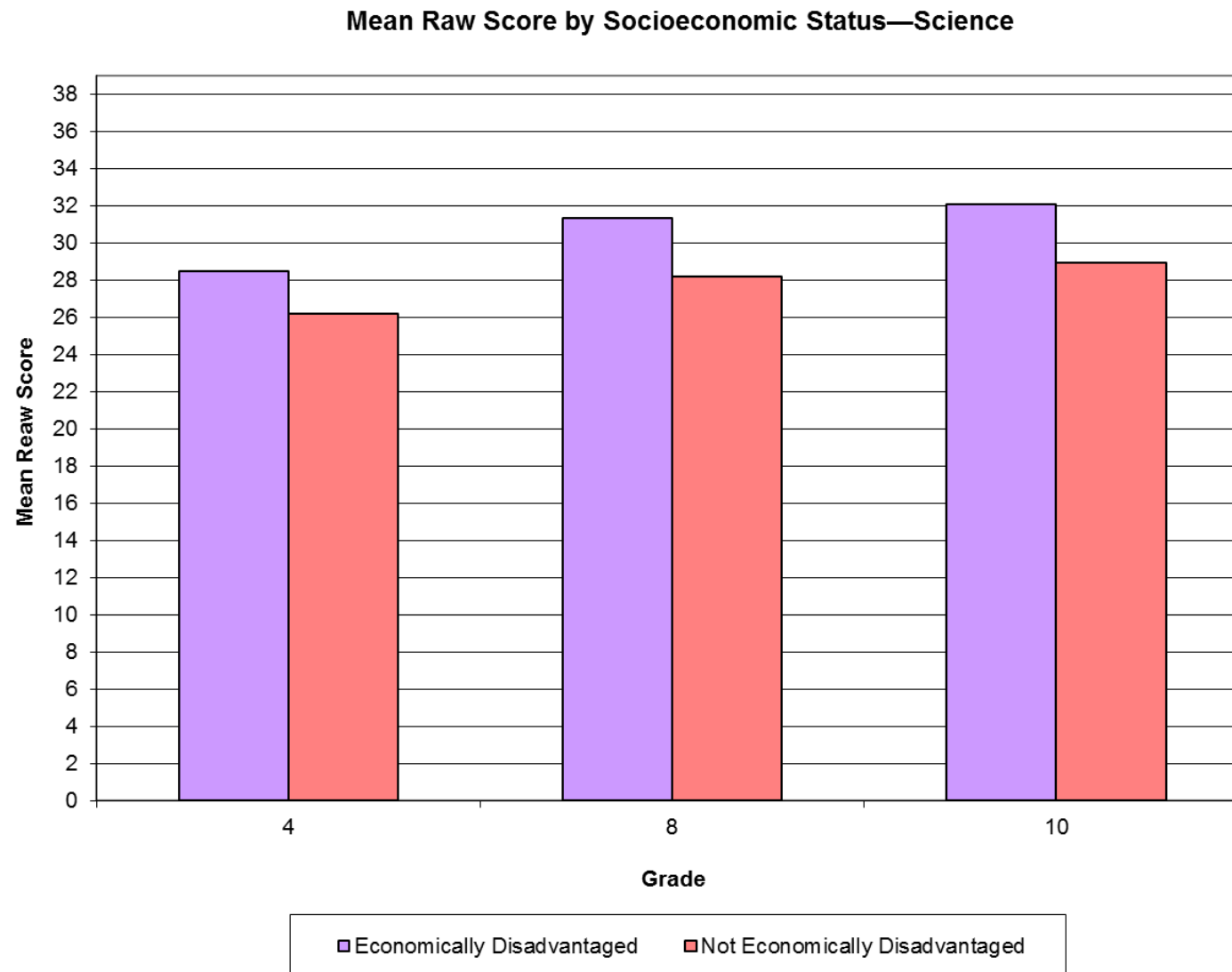
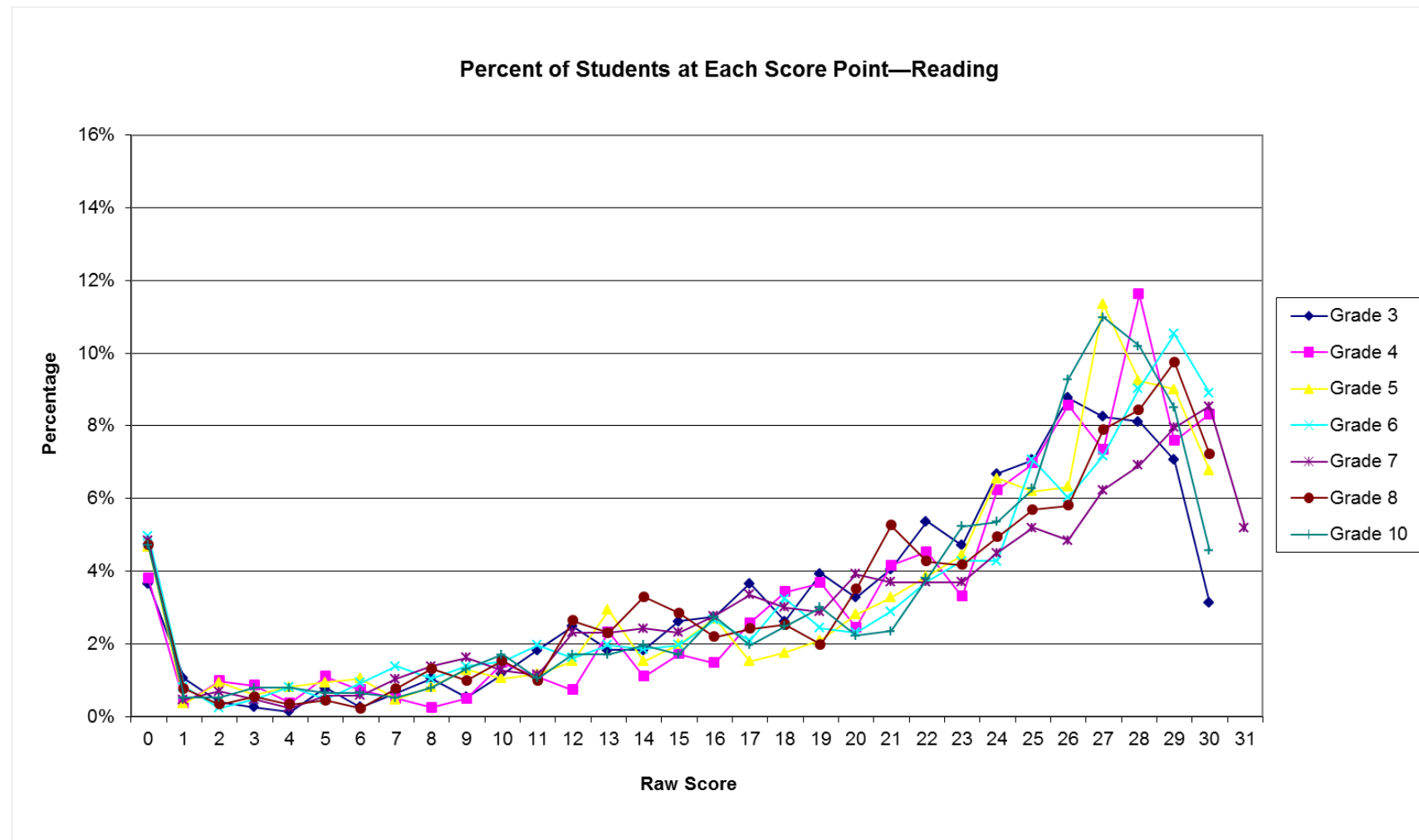
Figure 17. Mean Raw Score by Socioeconomic Status—Science

Figure 18. Percent of Students at Each Score Point—Reading

Reading grade 7 has a maximum possible score of 31.

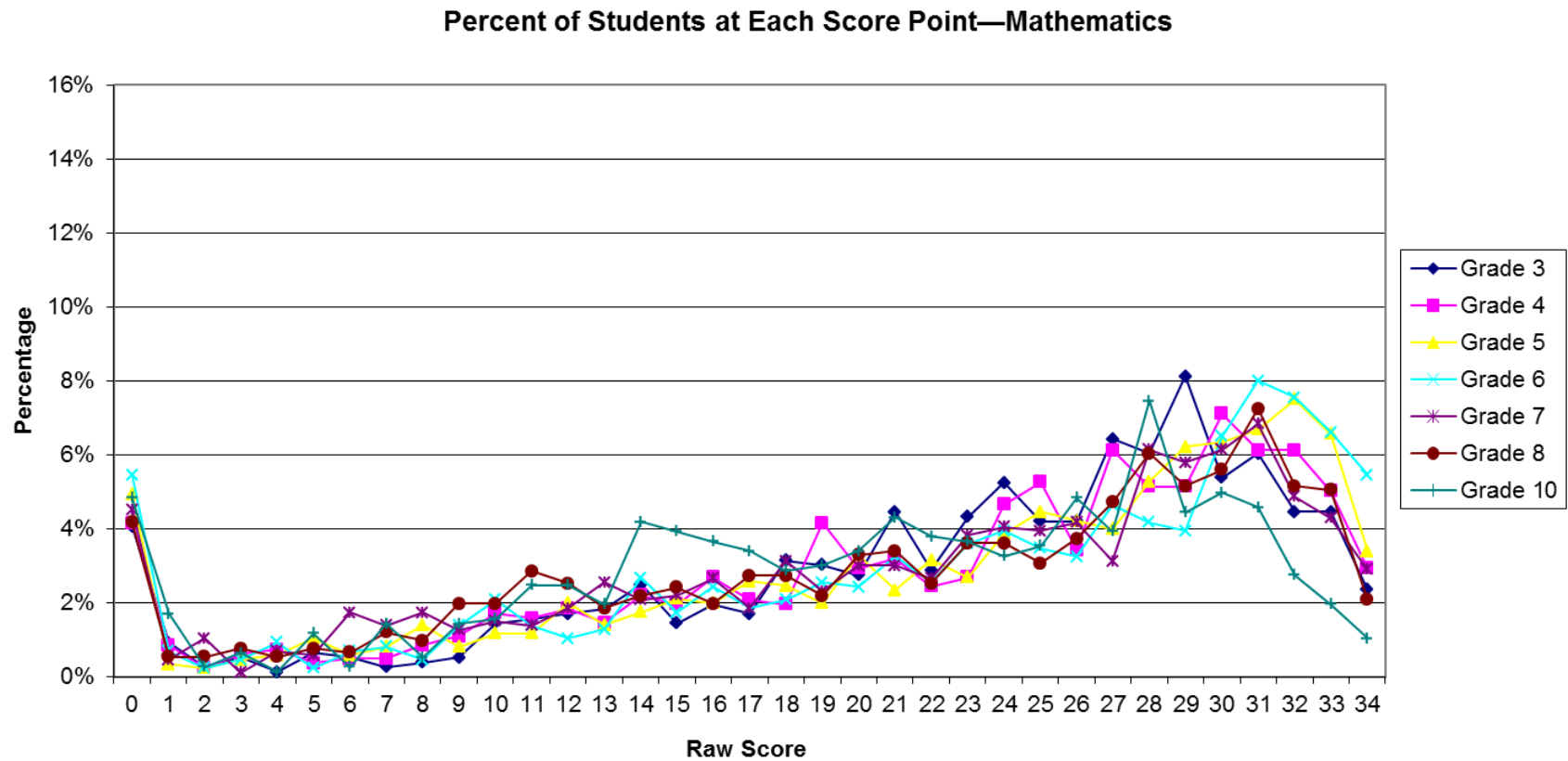
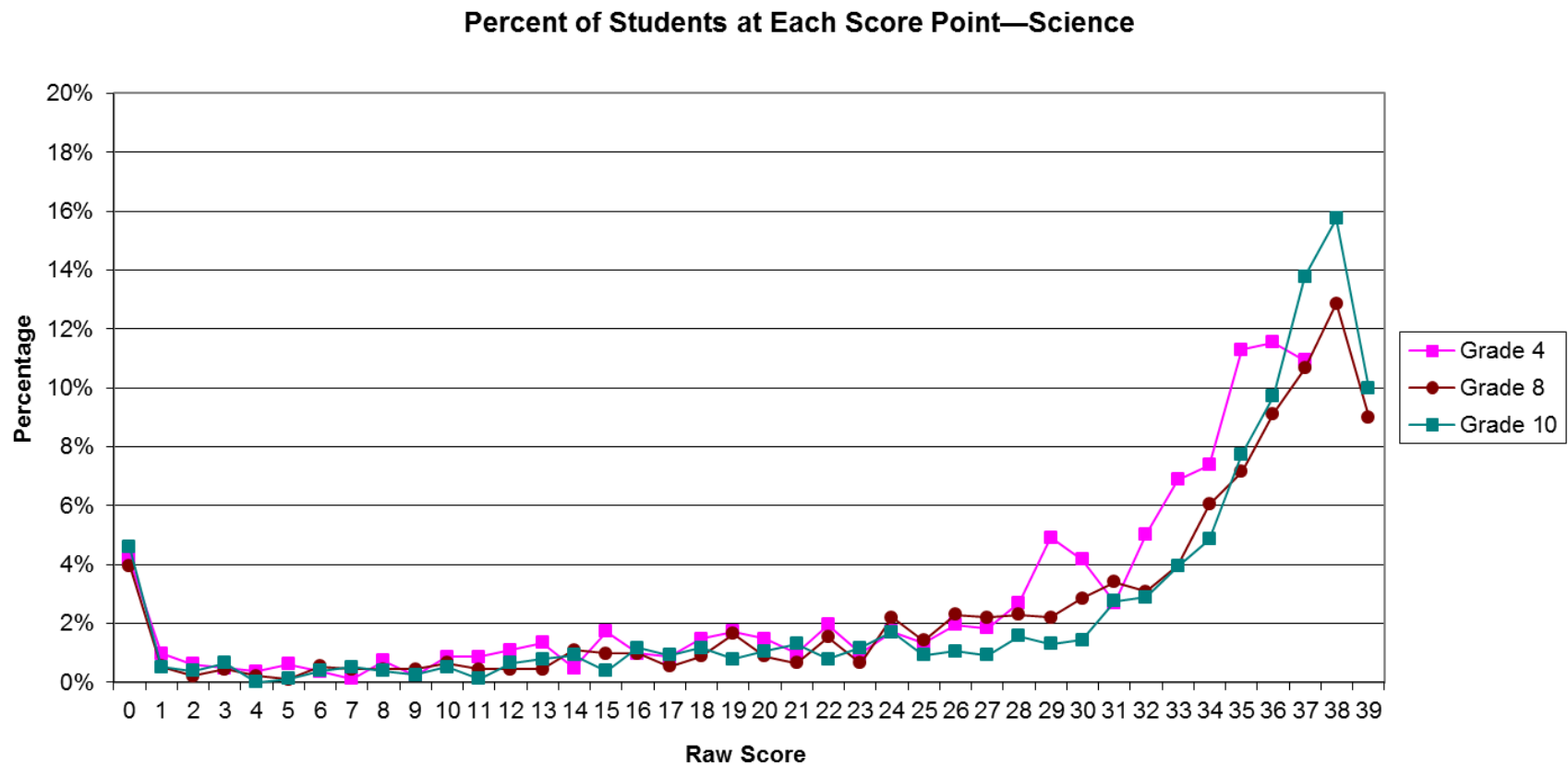
Figure 19. Percent of Students at Each Score Point—Mathematics

Figure 20. Percent of Students at Each Score Point—Science

Science grade 4 has a maximum possible score of 37.

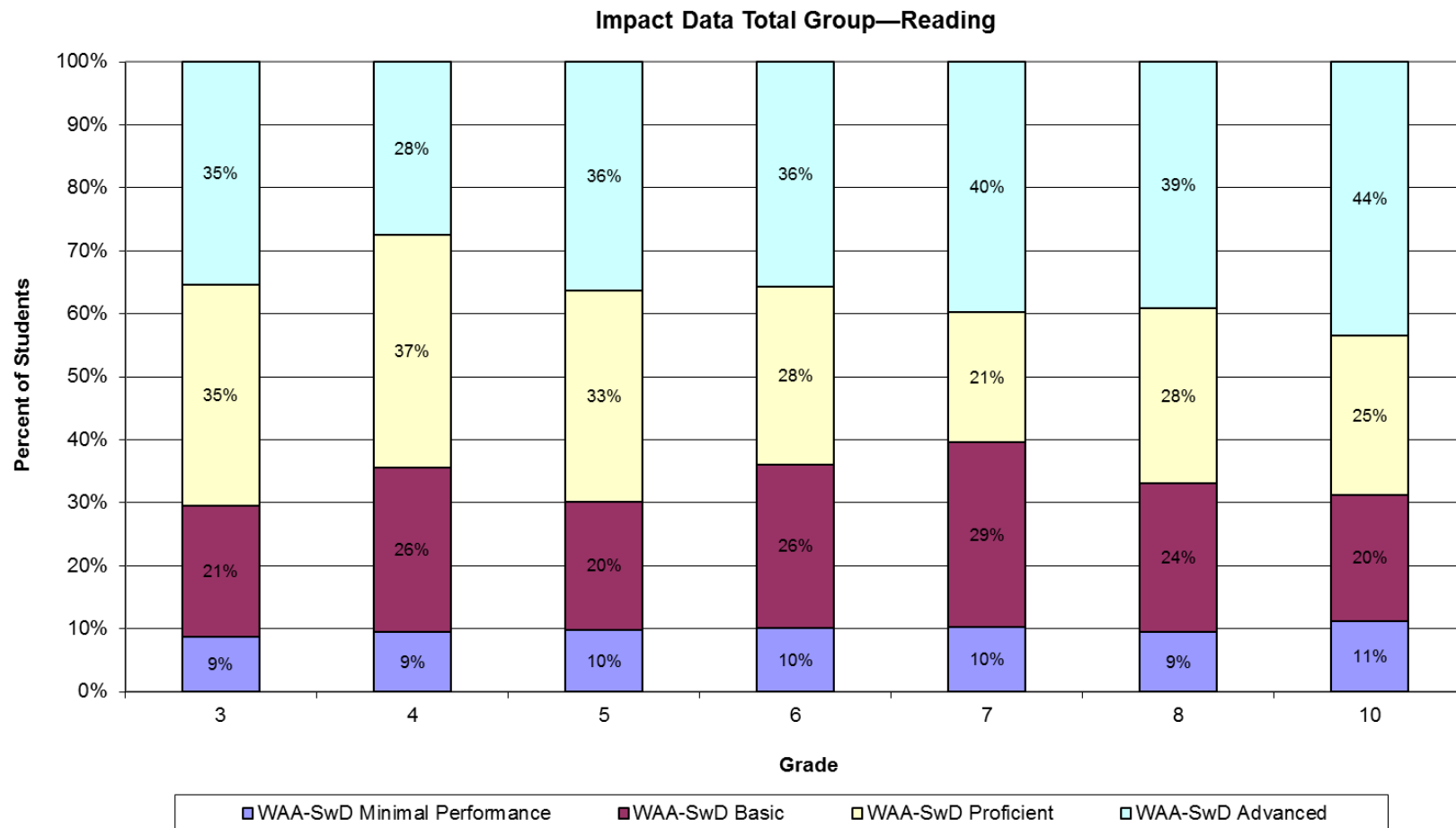
Figure 21. Impact Data Total Group—Reading

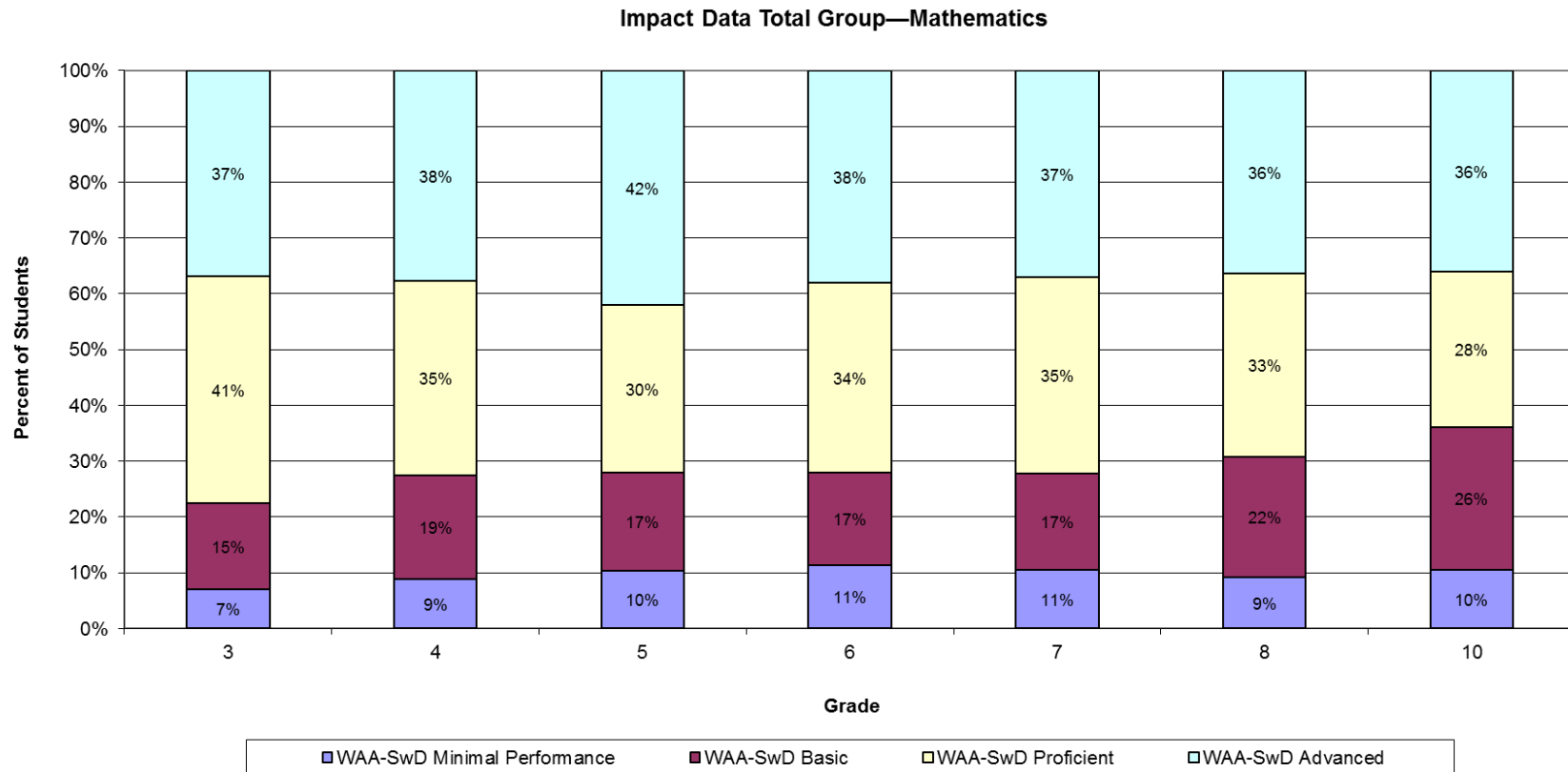
Figure 22. Impact Data Total Group—Mathematics

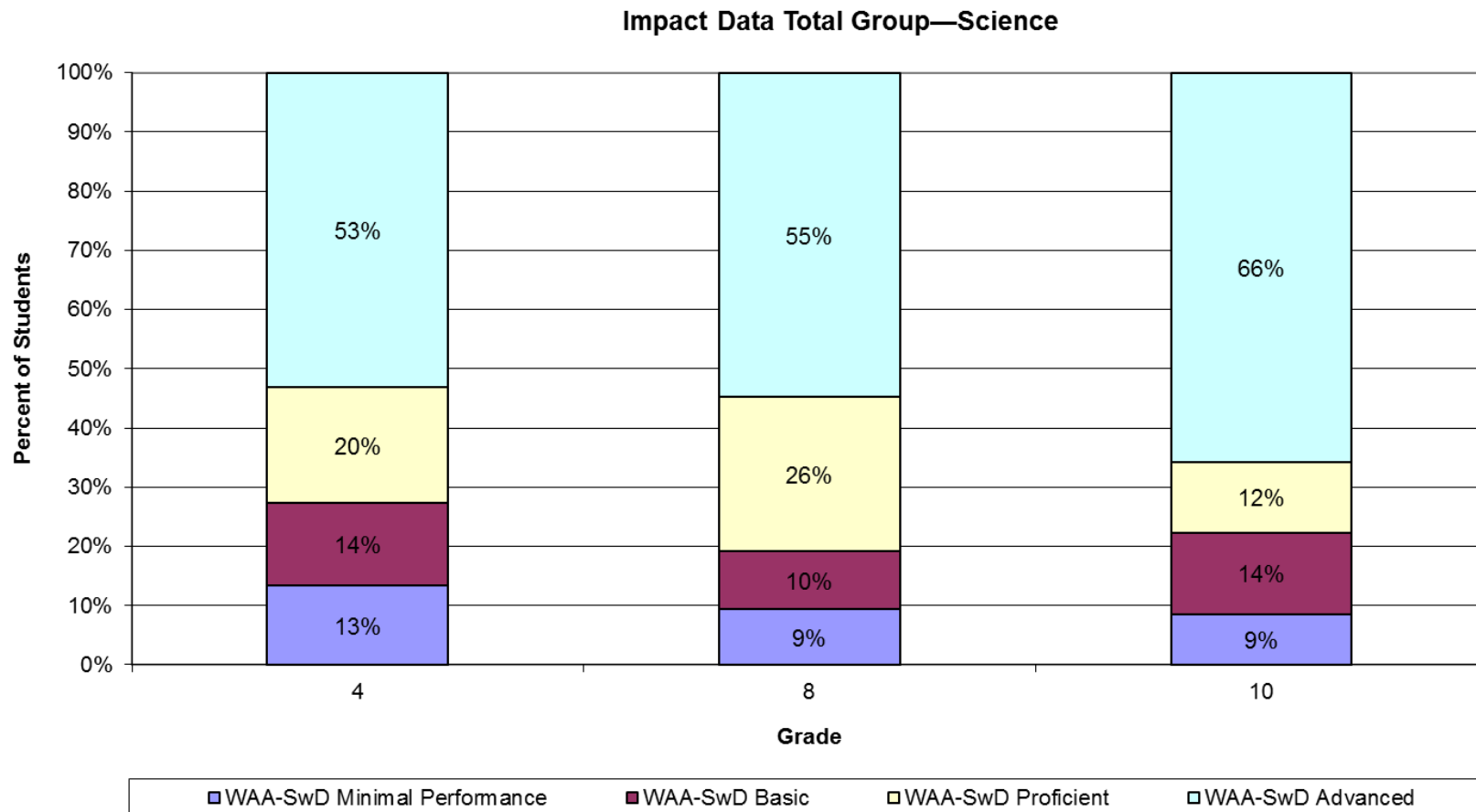
Figure 23. Impact Data Total Group—Science

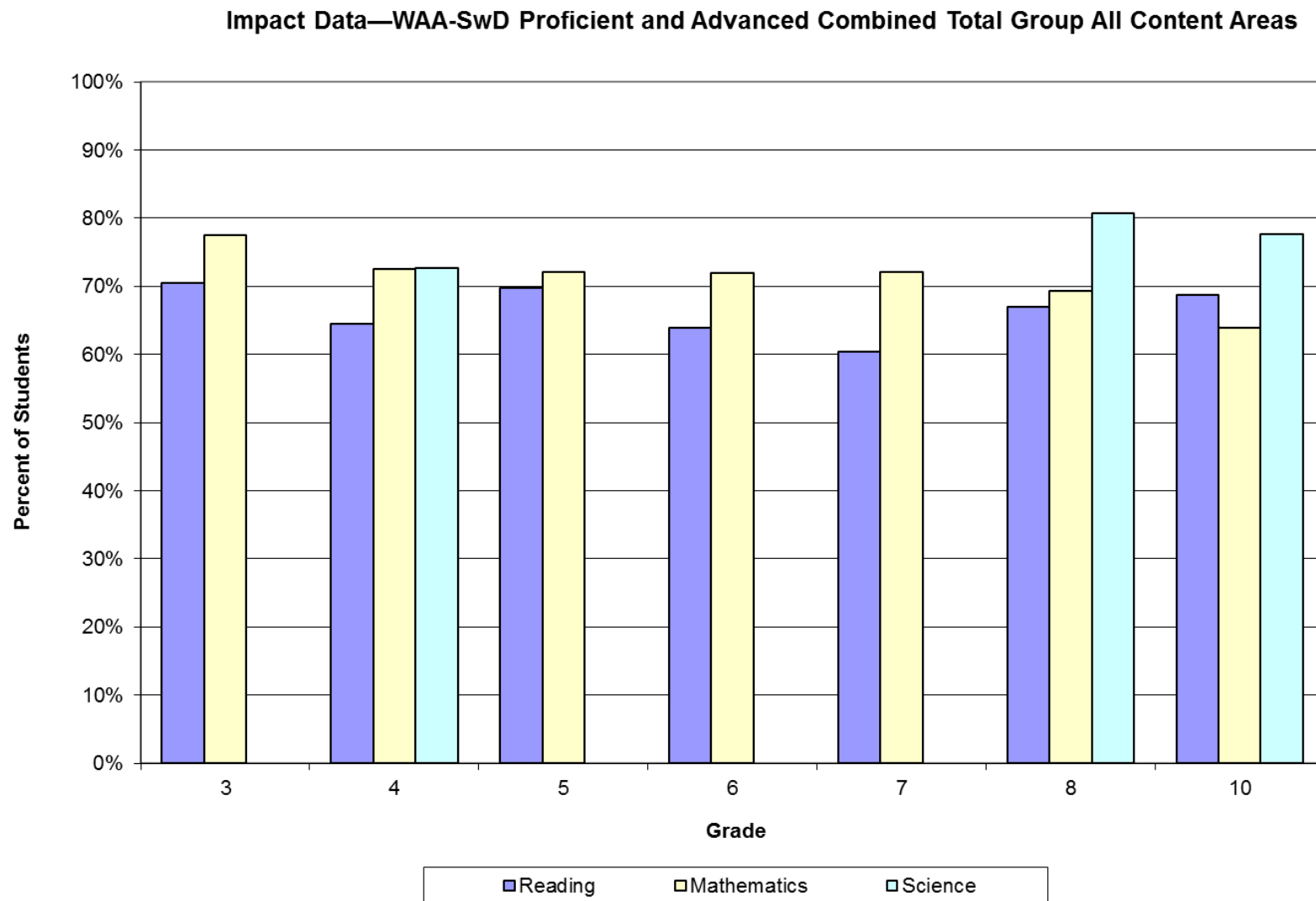
Figure 24. Impact Data—WAA-SwD Proficient and Advanced Combined for Total Group and All Content Areas

Figure 25. Total Number of Students Participating in WAA-SwD Reading 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, 2012–13, and 2013–14

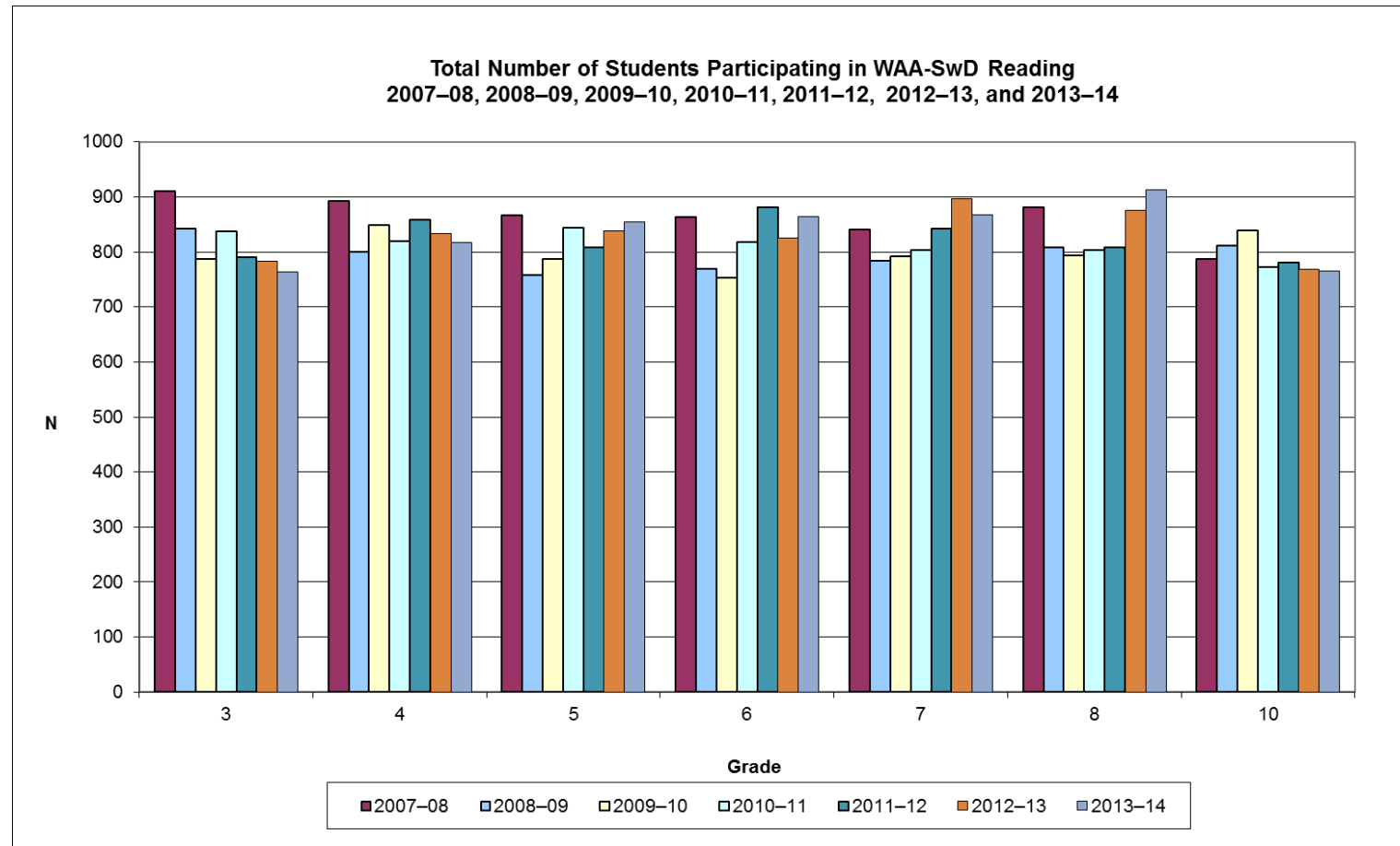


Figure 26. Total Number of Students Participating in WAA-SwD Mathematics 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, 2012–13, and 2013–14

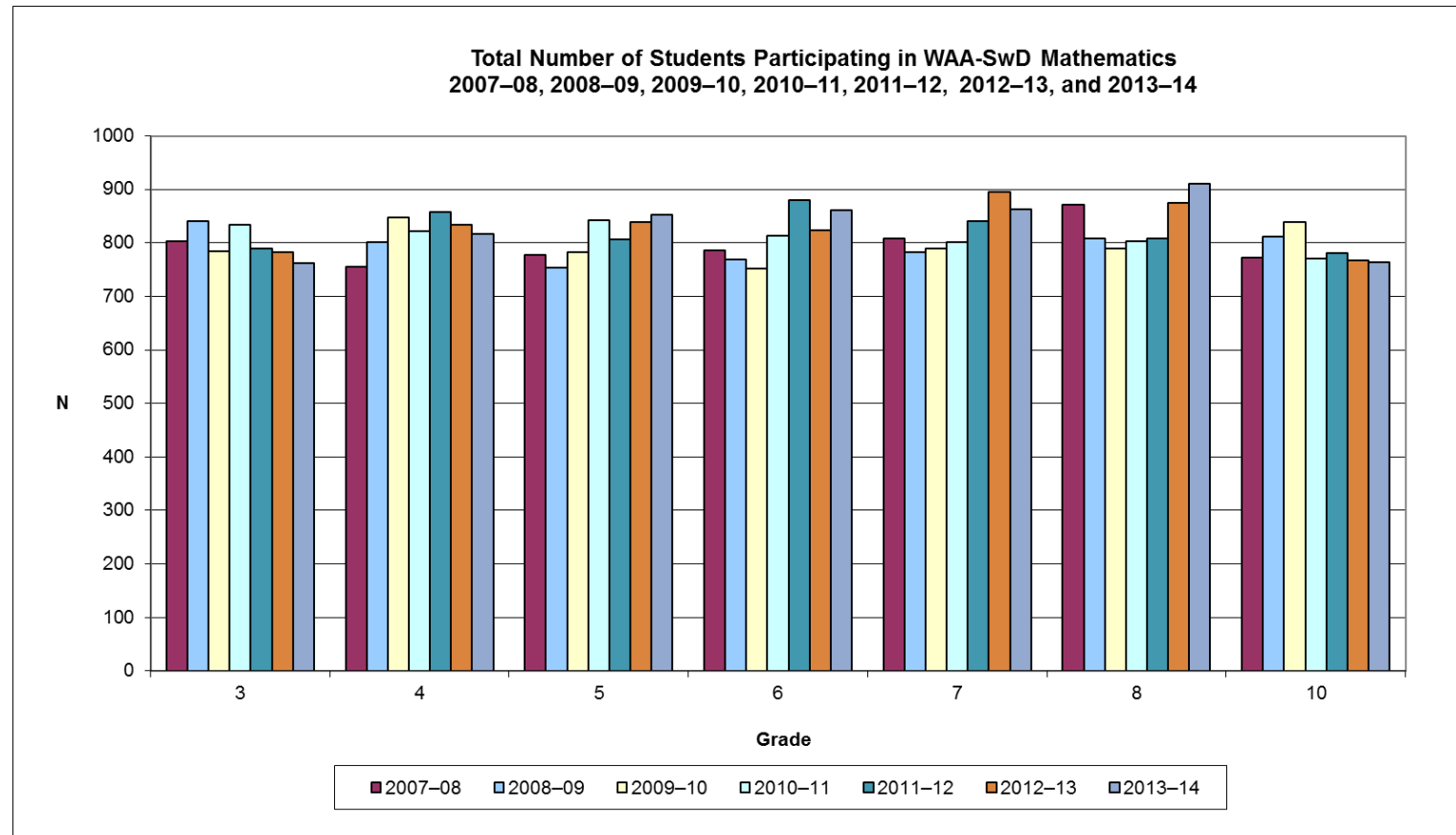


Figure 27. Total Number of Students Participating in WAA-SwD Science 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, 2012–13, and 2013–14

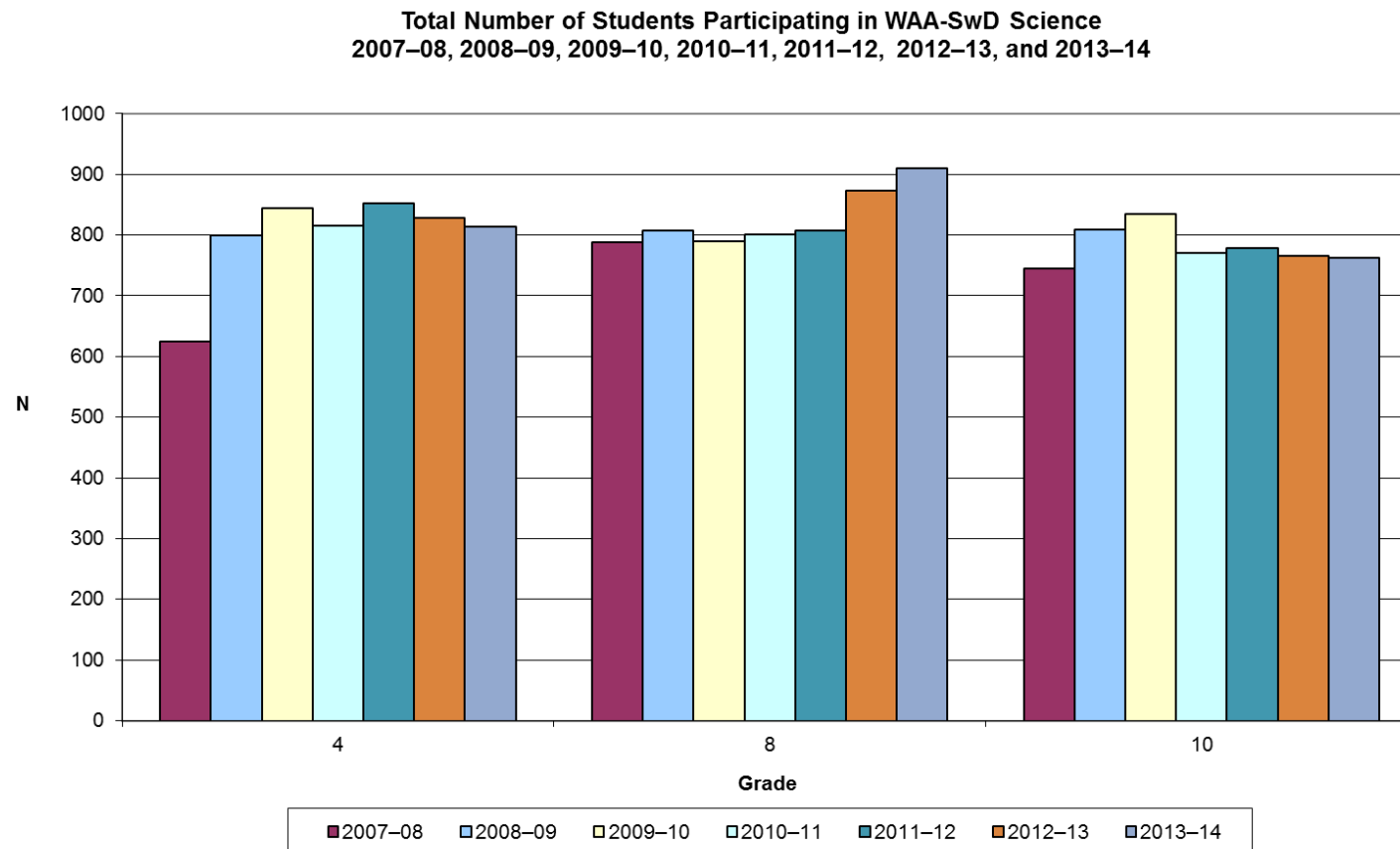
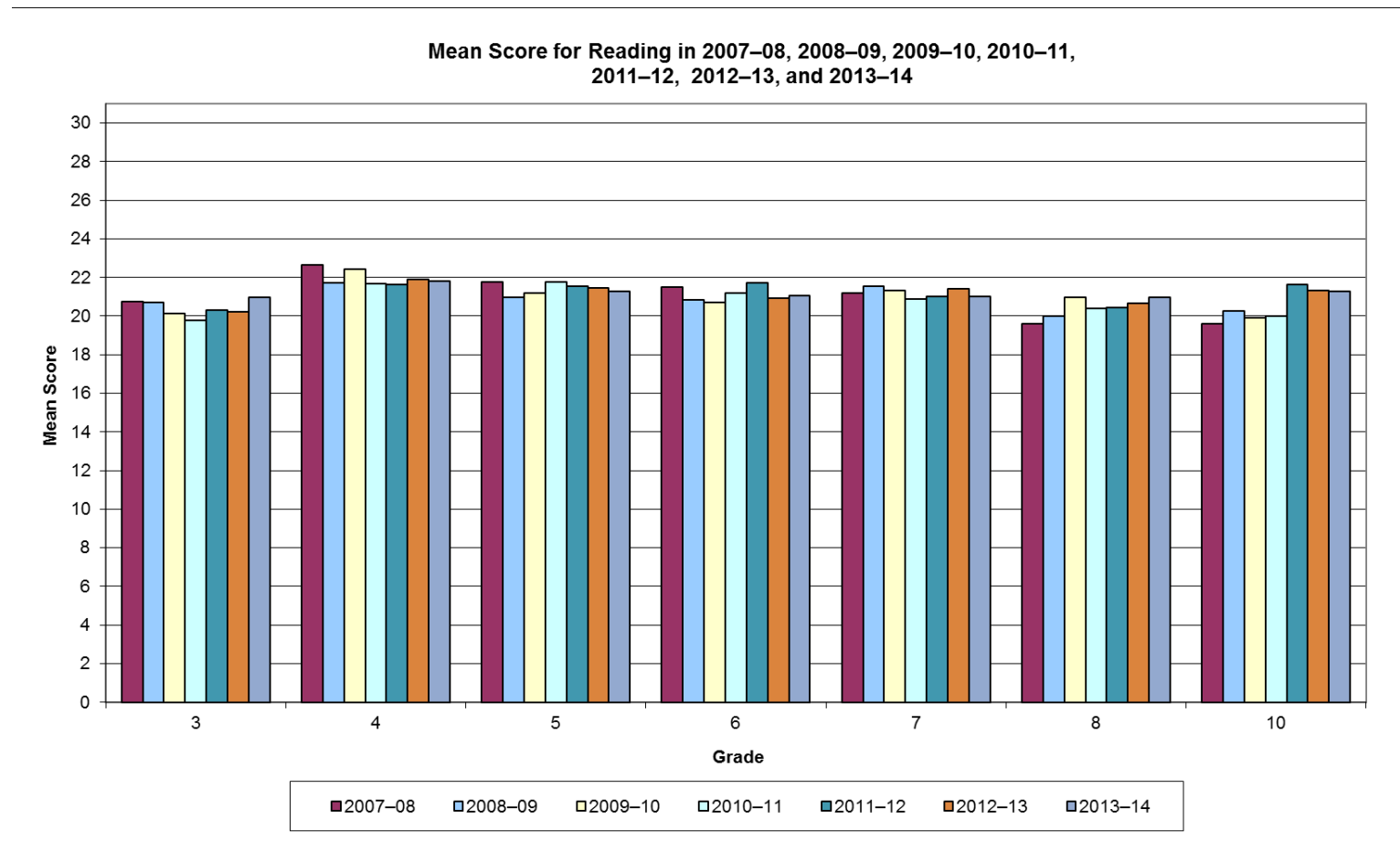


Figure 28. Mean Score for Reading in 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, 2012–13, and 2013–14

Reading grade 7 has a maximum possible score of 31.

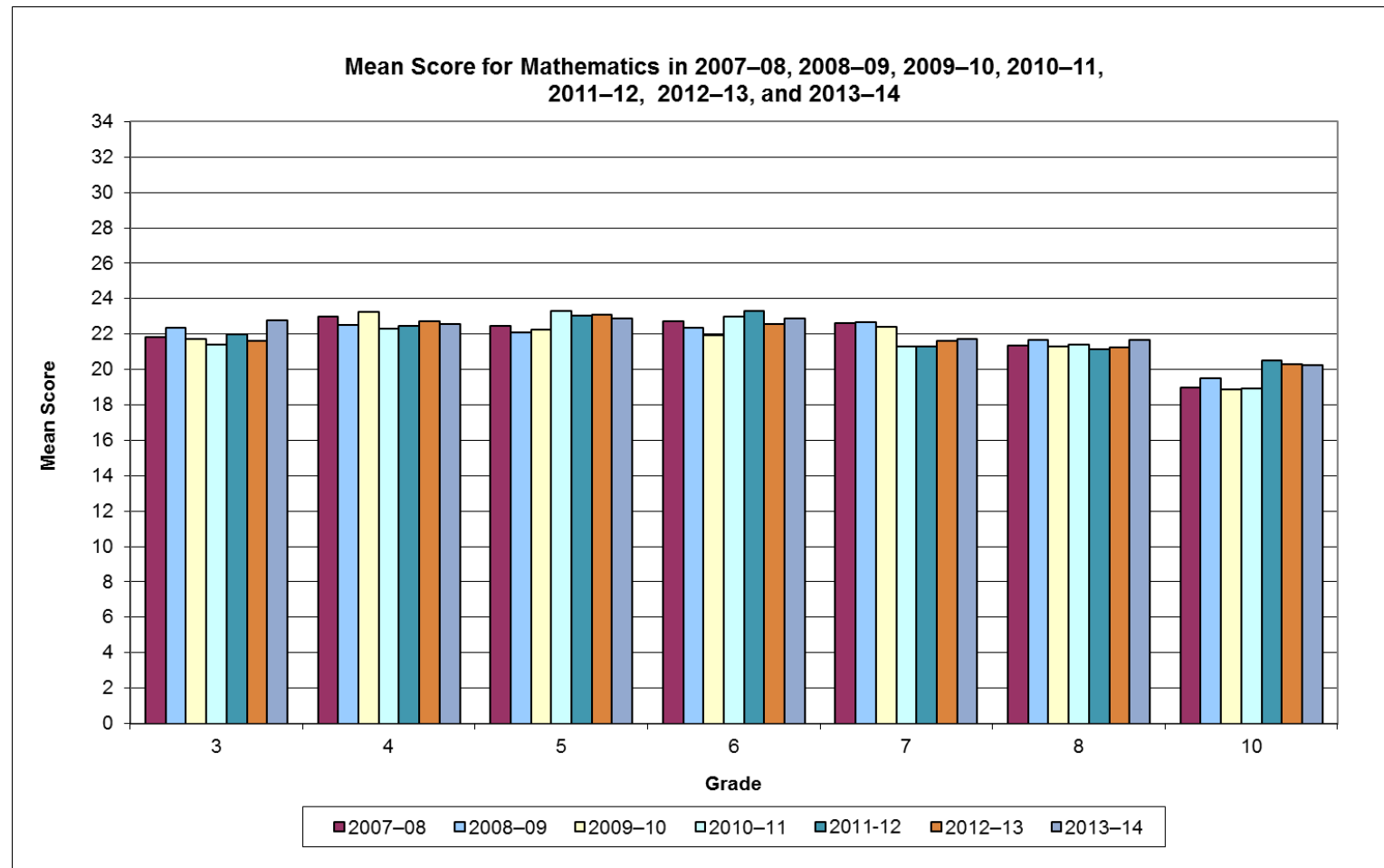
Figure 29. Mean Score for Mathematics in 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, 2012–13, and 2013–14

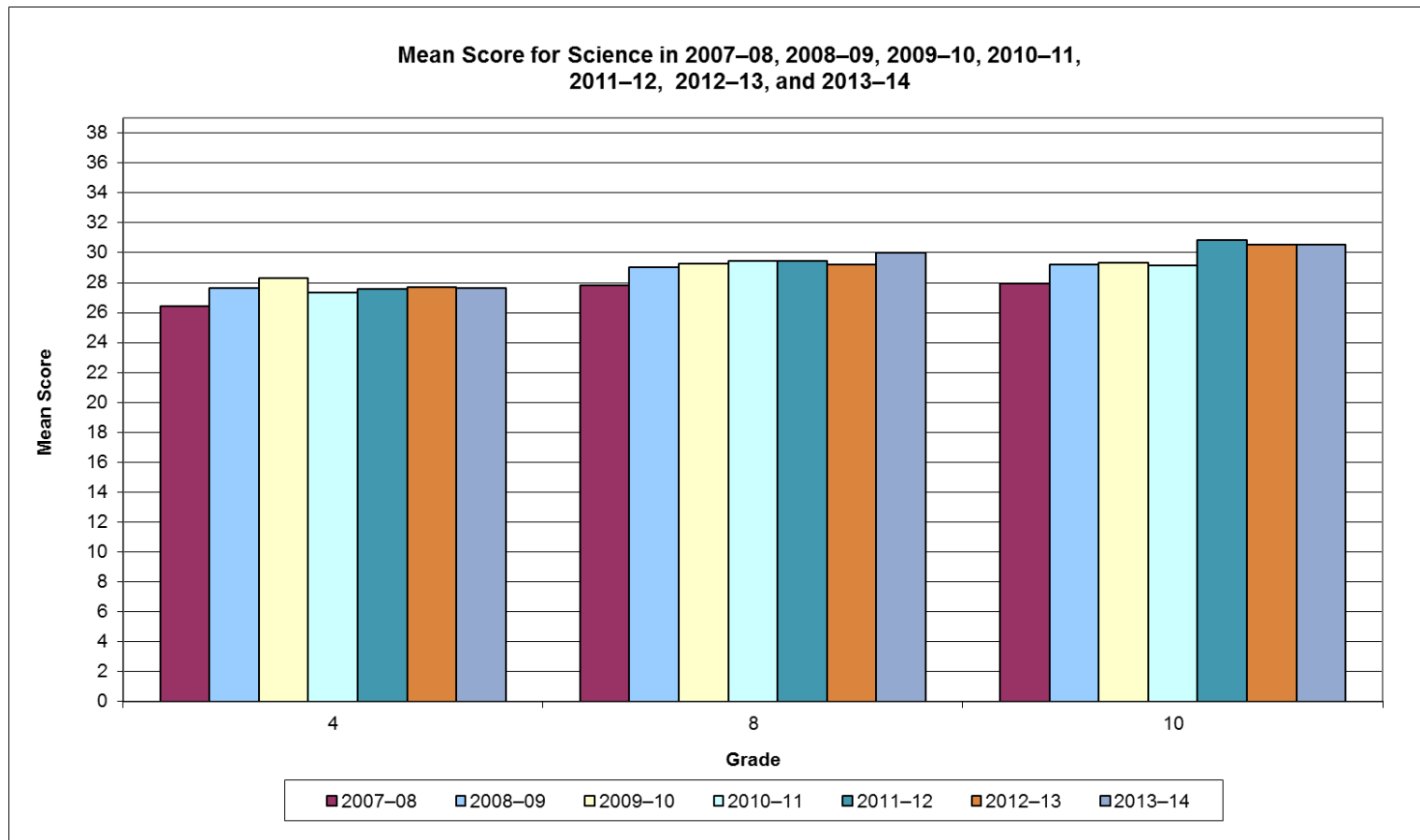
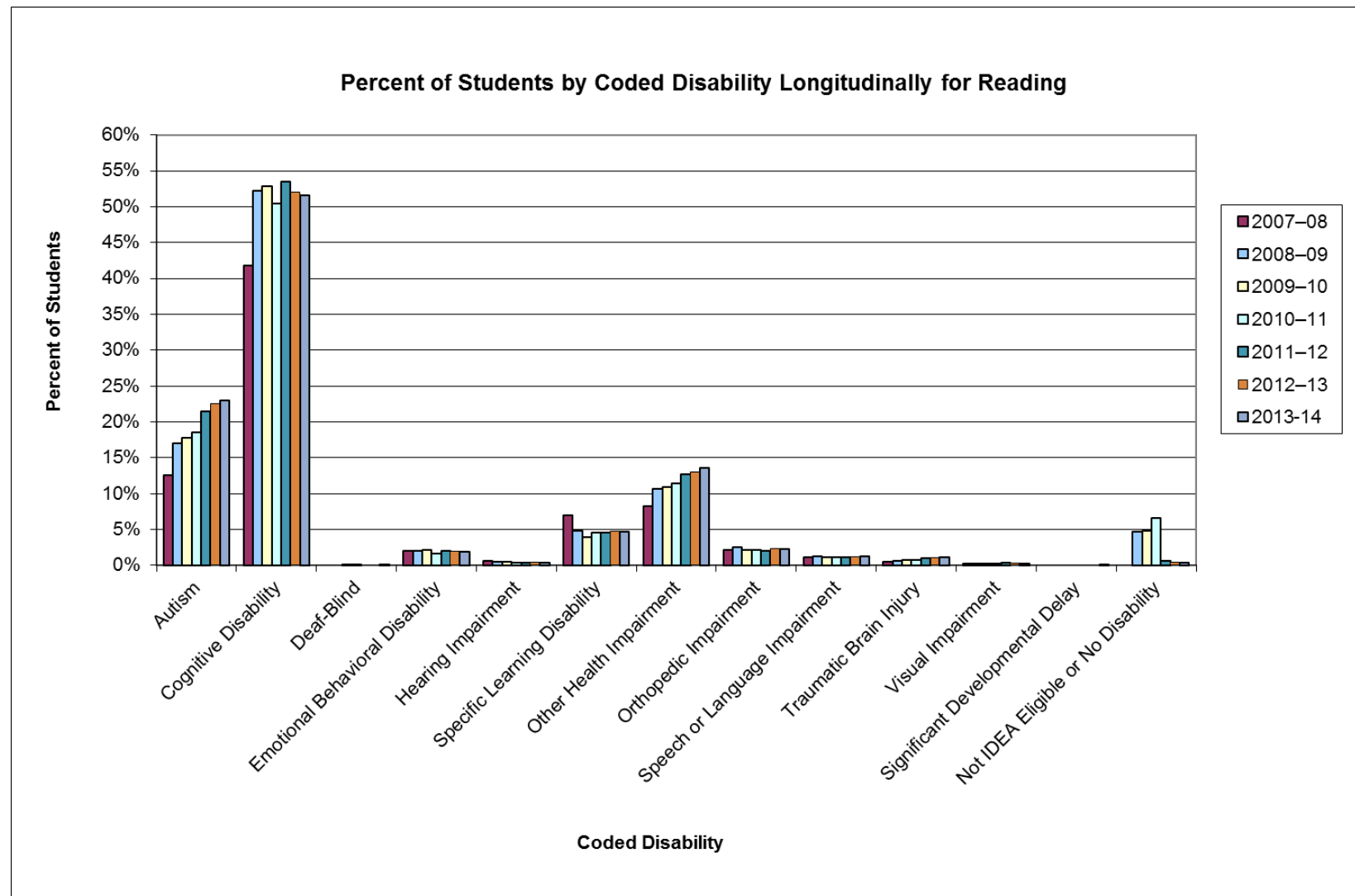
Figure 30. Mean Score for Science in 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, 2012–13, and 2013–14

Figure 31. Percent of Students by Coded Disability Longitudinally for Reading

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

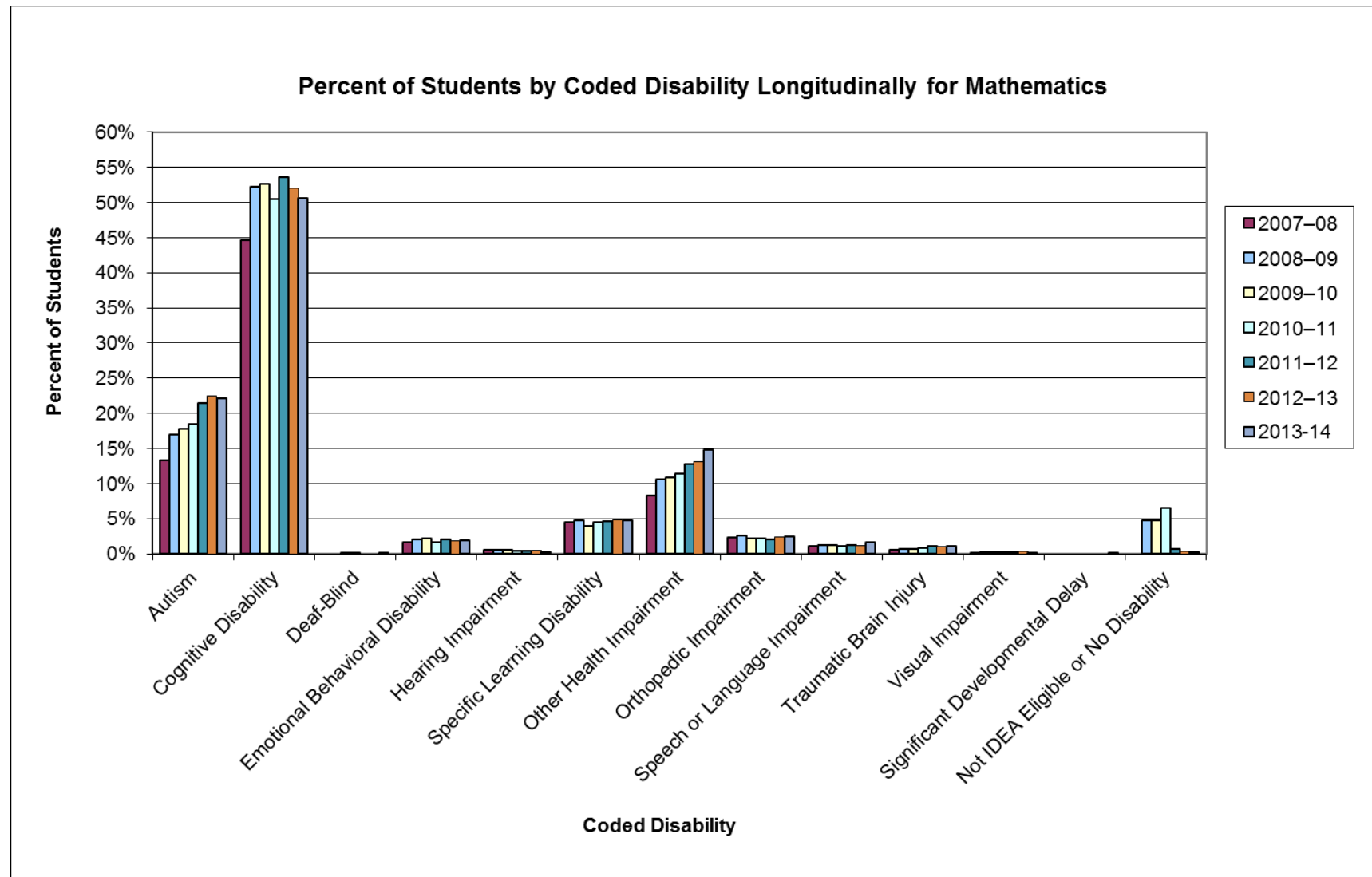
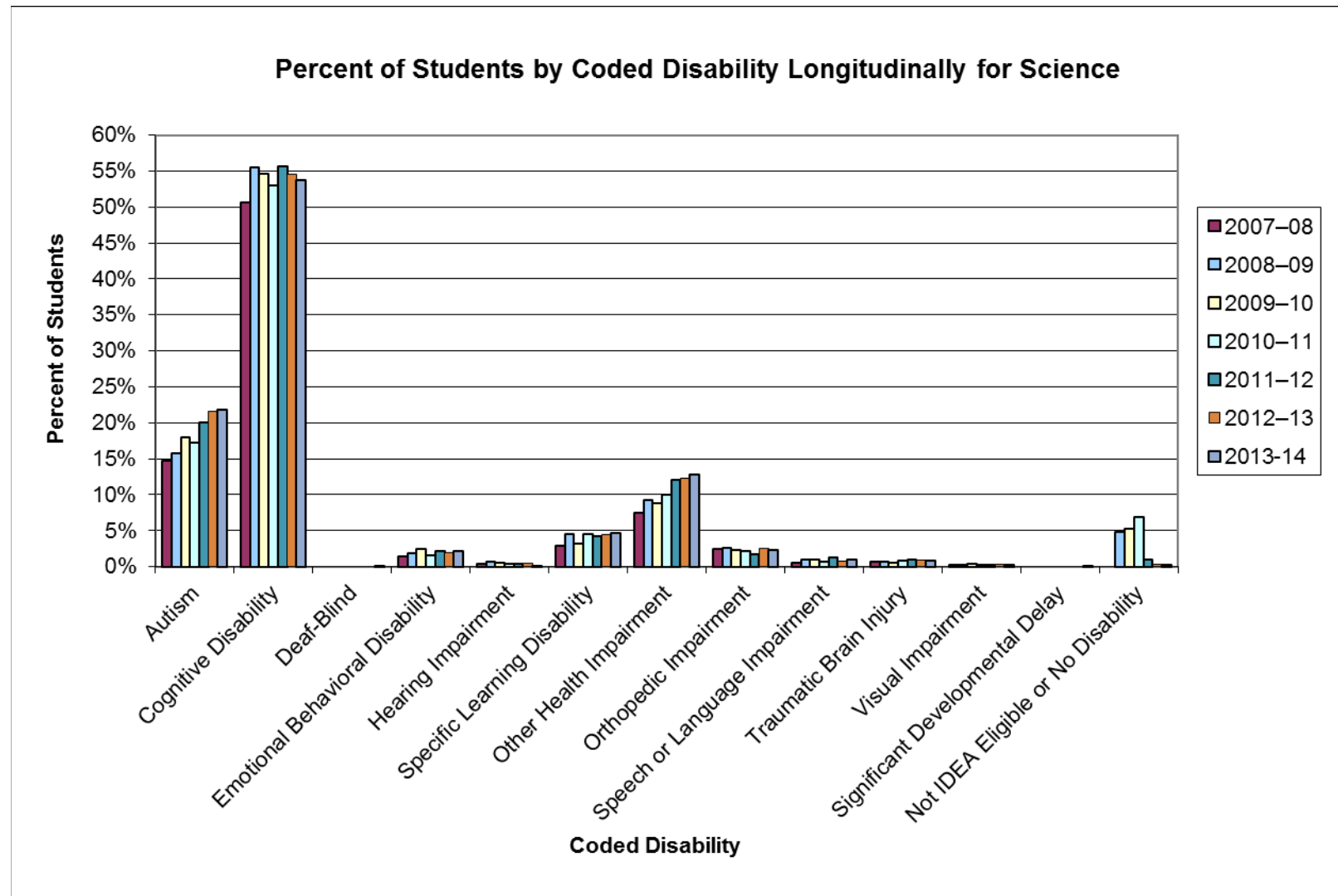
Figure 32. Percent of Students by Coded Disability Longitudinally for Mathematics

Figure 33. Percent of Students by Coded Disability Longitudinally for Science

Appendix A
Wisconsin Alternate Assessment Participation Checklist

**WISCONSIN ALTERNATE ASSESSMENT
FOR STUDENTS WITH DISABILITIES (WAA-SwD)
PARTICIPATION CHECKLIST**
Form I-7-A (Rev. 9/07)

Student _____ Age _____ Date _____

Teacher _____ School _____

IEP teams are responsible for deciding whether students with disabilities will participate in the Wisconsin Knowledge and Concepts Examinations (WKCE), with or without testing accommodations, or in the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). IEP teams should address each of the following four criteria when considering an alternate assessment. (*Check all that apply*).

When the IEP team concurs that all four of the criteria below accurately characterize a student's current educational situation, an alternate assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

<i>Participation Criteria</i>	<i>YES</i>	<i>NO</i>
1. The student's curriculum and daily instruction focuses on knowledge and skills specified in the Extended Grade Band Standards.		
2. The student's present level of academic and functional performance significantly impedes participation and completion of the general education curriculum even with significant program modifications.		
3. The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.		
4. The student's difficulty with the regular curriculum demands is primarily due to his/her disability, and not to excessive absences unrelated to the disability, or social, cultural, or environmental factors.		

ASSUMPTIONS:

- The IEP team has knowledge of the student's present level of academic achievement and functional performance in referenced to the Extended Grade Band Standards.
- The IEP team has working knowledge of the test format and what skills and knowledge are being measured by the statewide assessments.
- The IEP team is knowledgeable of state testing guidelines and the use of appropriate testing accommodations.

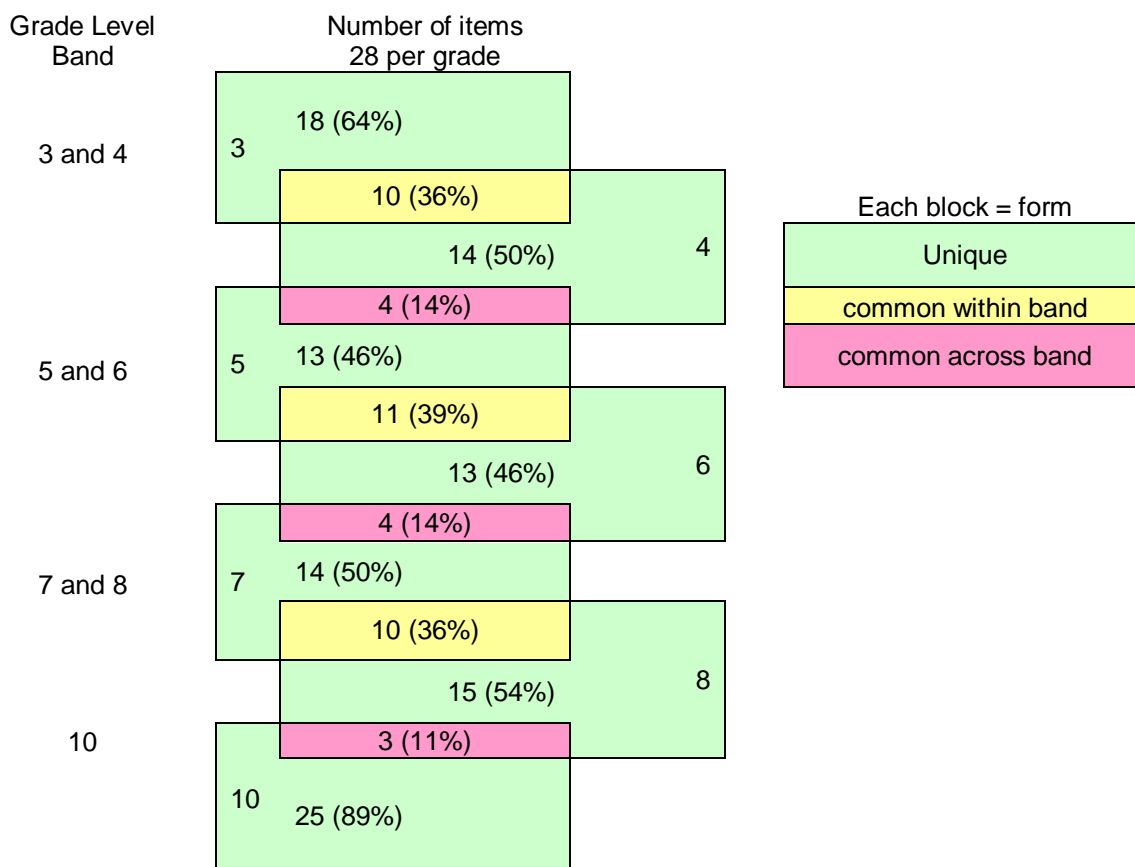
Appendix B**Location of Information for Peer Review Critical Elements**

- **Peer Review Chapter 1**
 1. Overview and Standards
 2. Standards and Test Development
 3. Standards and Analyses and Results
 4. Standards
- **Peer Review Chapter 2**
 1. Standards and Standard Setting
 2. Standards and Standard Setting
 3. Overview, Population, Standards, Standard Setting, and Analyses and Results
 4. none
 5. Standards, Test Design, Test Development, and Standard Setting
 6. Standard Setting
- **Peer Review Chapter 3**
 1. none
 2. none
 3. none
 4. Standards, Test Design, and Test Development
 5. none
 6. Test Design, Test Development, and Analyses and Results
 7. Overview, Population, Standards, Test Design, and Test Development
- **Peer Review Chapter 5**
 1. Test Design, Test Development, and Validity
 2. Standards, Test Design, Analyses and Results, and Validity
 3. Standards, Test Design, Test Development, and Validity
 4. Test Design, Test Development, and Validity
 5. Test Design, Test Development, and Validity
 6. Standard Setting, Analyses and Results, Reliability, and Validity
 7. Test Design, and Test Development
- **Peer Review Chapter 6**
 1. Population, Analyses and Results, Reliability, and Validity
 2. Overview, Population, Test Administration, Analyses and Results, and Reliability
 3. Population, Test Administration, Analyses and Results, and Reliability
 4. none
 5. none

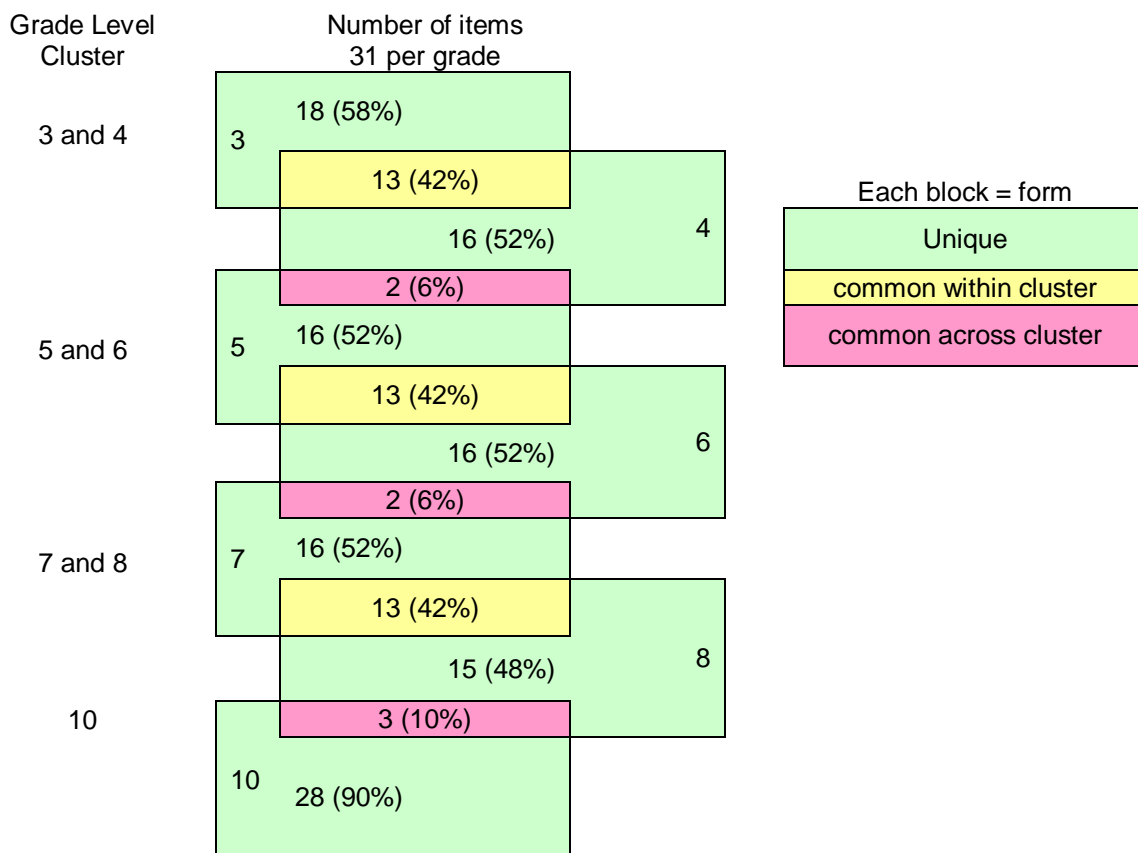
Appendix C

Common Item Test Design

Common item design—Reading



Common item design—Mathematics



Appendix D
WAA-SwD Target Test Blueprints

WAA-SwD Target Test Blueprints - Reading

Grade Band 3–4 Reading Target Blueprint								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRS**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	60%	3
1	Determine the meaning of words and Phrases in context	1A Match words to pictures.						3
2	Understand text		7	0	7	7	60%	3
2	Understand text	2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.						3
2	Understand text	2B Sequence beginning and end from text						3
3	Analyze text		7	0	7	7	60%	4
3	Analyze text	3A Given a series of events, predict what will happen next.						4
4	Evaluate and Extend text		6	1	7	8	60%	5
4	Evaluate and Extend text	4A Connect text to self.						5

Grade Band 3–4 Reading Target Blueprint (continued)

**	CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30
***	A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.				
****	Within a standard, items should be evenly distributed amongst each objective.				
****	Each form/standard should have a range of performance levels.				

Grade Band 5–6 Reading Target Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	60%	3
1	Determine the meaning of words and Phrases in context	1A Use picture or sound clues to determine word meaning.						3
2	Understand text		7	0	7	7	60%	3
2	Understand text	2A Identify the story elements of characters (who), setting (where / when) and sequence of events (what happened) within a story.						3
2	Understand text	2B Follow steps in a process.						3
3	Analyze text		6	1	7	8	60%	4
3	Analyze text	3A Identify the topic of written content.						4
4	Evaluate and Extend text		7	0	7	7	60%	5
4	Evaluate and Extend text	4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.						5

Grade Band 5–6 Reading Target Blueprint (continued)					
**	CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30
***	A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.				
*****	Within a standard, items should be evenly distributed amongst each objective.				
*****	Each form/standard should have a range of performance levels.				

Grade Band 7–8 Reading Target Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		9	0	9	9	60%	4
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.						4
2	Understand text/Analyze text		9	1	10	11	60%	3
2	Understand text/Analyze text	2A Identify stated information in literary and informational text						3
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.						3
3	Evaluate and Extend text		8	1	9	10	60%	5
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.						5
**	CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30			
***	A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.							
****	Within a standard, items should be evenly distributed amongst each objective.							
****	Each form/standard should have a range of performance levels.							

Grade 10 Reading Target Blueprint								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		8	1	9	10	60%	4
1	Determine the meaning of words and Phrases in context	1A Interpret word meanings within a passage according to connotation (tone) or context.						4
2	Understand text/Analyze text		9	1	10	11	60%	5
2	Understand text/Analyze text	2A Interpret text by classifying information and distinguishing different viewpoints.						5
3	Evaluate and Extend text		9	0	9	9	60%	5
3	Evaluate and Extend text	4A Draw conclusions from literary and informational text.						5
**	CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30			
***	A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.							
****	Within a standard, items should be evenly distributed amongst each objective.							
****	Each form/standard should have a range of performance levels.							

WAA-SwD Target Test Blueprints – Mathematics

Grade 3–4 Math Target									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	60%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Order or rote count numbers 0-20 and represent numbers 0-10.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Sort coins into like groups.						2
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Add and subtract one-step, single digit number problems.						3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Combine and separate numbers or objects 0-20 into requested groups.						3
C	Geometry			6	0	6	6	60%	3
C	Geometry	Ca/Cb - Describing Figures/Spatial Relationships & Transformations	Ca1 Identify and match 3 basic shapes.						3
C	Geometry	Cc - Coordinate Systems	Cc1 Recognize basic positional concepts (such as behind, over, under, next to).						3

Grade 3–4 Math Target (continued)

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	60%	3
D	Measurement	Da - Measureable Attributes	Da1 Compare 2 objects by size or weight.						3
D	Measurement	Da - Measureable Attributes	Da2 Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).						3
E	Statistics and Probability			5	1	6	7	60%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Identify most, least, and same on a graph or chart.						4
F	Algebraic Relationships			6	0	6	6	60%	2
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend two-part A/B pattern.						2
**	CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.			Total Number of OP Items	31		Max Points for OP Items	34	
***	Within a standard, items should be evenly distributed amongst each objective.								
***	Each form/standard should have a range of performance levels.								

Grade 5–6 Math Target									
Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			7	0	7	7	60%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Recognize, count, and order numbers to 50.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Indicate parts of a whole.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Identify and count like coins up to one dollar and bills up to five dollars.						3
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Solve single-digit addition and subtraction problems, and multiply and divide sets of objects by 2.						3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Compare two groups based on more or less.						3
C	Geometry			6	1	6	7	60%	3
C	Geometry	Ca - Describing Figures	Ca1 Name and compare basic shapes (e.g., circle, rectangle, square, and triangle).						3
C	Geometry	Ca - Describing Figures	Ca2 Identify directions (e.g., east, west, north, south, and left and right).						3

Grade 5–6 Math Target (continued)									
Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	60%	3
D	Measurement	Da - Measureable Attributes	Da1 Connect calendars and clocks to everyday situations.						3
E	Statistics and Probability			4	2	6	8	60%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Sort and display data on a grid to make a simple graph.						4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether or not a situation is fair.						4
F	Algebraic Relationships			6	0	6	6	60%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend a three-part A/B/C pattern.						4
**	CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.			Total Number of OP Items	31		Max Points for OP Items	34	
***	Within a standard, items should be evenly distributed amongst each objective.								
***	Each form/standard should have a range of performance levels.								

Grade 7–8 Math Target									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	60%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Read, write, represent whole numbers to 100+.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Use basic fractions 1/2, 1/4, 1/3.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Count and compare coins and bills of differing values.						4
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Use four basic operations in everyday situations						3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Estimate (without counting) group sizes based on more or less.						4
C	Geometry			6	0	6	6	60%	3
C	Geometry	Ca - Describing Figures	Ca1 Sort and classify a variety of three-dimensional objects based on shape.						4
C	Geometry	Ca - Describing Figures	Ca2 Identify lines that are parallel and intersecting.						3
C	Geometry	Cc - Coordinate Systems	Cc1 Locate coordinates in a real-world context.						3

Grade 7–8 Math Target (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRS**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	60%	4
D	Measurement	Da - Measureable Attributes	Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.						3
D	Measurement	Dc - Indirect Measurement	Dc1 Identify and describe perimeter/ circumference and area on a grid.						4
E	Statistics and Probability			5	1	6	7	60%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).						4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether an event is impossible or certain.						4
F	Algebraic Relationships			6	0	6	6	60%	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Extend a given sequence.						3
F	Algebraic Relationships	Fb - Expressions, Equations and Inequalities	Fb1 Solve a simple one-step, open-equality sentence.						3

Grade 7–8 Math Target (continued)									
**	CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.							Max Points for OP Items	34
***	Within a standard, items should be evenly distributed amongst each objective.								
***	Each form/standard should have a range of performance levels.								

Grade 10 Math Target									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	60%	4
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Compare and order positive and negative integers - 20 to 20.						4
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Apply the idea of more or less using fractions, decimals, and percents.						4
C	Geometry			6	0	6	6	60%	3
C	Geometry	Ca - Describing Figures	Ca1 Identify lines that form a right angle.						3
D	Measurement			5	1	6	7	60%	4
D	Measurement	Da - Measureable Attributes	Da1 Select and use tools, such as a ruler, tape measure, thermometer, meter stick, or scale, to determine the measurement of real objects.						4
D	Measurement	Dc - Indirect Measurement	Dc1 Determine perimeter, area, and circumference of regular shapes.						3

Grade 10 Math Target (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
E	Statistics and Probability			6	0	6	6	60%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Organize, read, and compare data from simple graphs (e.g., table, line, pie, bar).						4
E	Statistics and Probability	Eb - Probability	Eb1 Determine the likelihood of events occurring.						4
F	Algebraic Relationships			6	0	6	6	60%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Relate simple formulas to practical problems.						3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa2 Predict a simple mathematical pattern.						4

Grade 10 Math Target (continued)

**	CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.		Total Number of OP Items	31		Max Points for OP Items	34	
***	Within a standard, items should be evenly distributed amongst each objective.							
***	Each form/standard should have a range of performance levels.							

WAA-SwD Target Test Blueprints – Science

Grade 4 Science (Target)								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		6	0	6	6	60%	3
A/B	Science Connections and the Nature of Science	A-B1 Use science resources to gather information.						3
C	Science Inquiry		6	0	6	6	60%	3
C	Science Inquiry	C1 Use basic science vocabulary and tools.						3
D	Physical Science		6	0	6	6	60%	4
D	Physical Science	D1a Recognize differences in physical characteristics of an object.						4
E	Earth and Space Science		6	0	6	6	60%	3
E	Earth and Environmental Science	E1a Recognize properties of earth features.						3
E	Earth and Environmental Science	E2b Recognize changes in earth and sky.						3
F	Life and Environmental Science		5	1	6	7	60%	3
F	Life and Environmental Science	F1a Recognize what plants and animals need to live and grow.						3

Grade 4 Science (Target) (continued)												
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Sore	% at EDOK or above min. EDOK	Minimum EDOK				
G/H	Science Applications and Science in Social and Personal Perspectives		6	0	6	6	60%	3				
G/H	Science Applications and Science in Social and Personal Perspectives	G-H1 Recognize how science helps your life.						3				
**	CRs can be aligned to any EGBO within each Standard.	<table><tr><td>Total Number of OP Items</td><td>36</td><td>Max Points for OP Items</td><td>37</td></tr></table>							Total Number of OP Items	36	Max Points for OP Items	37
Total Number of OP Items	36								Max Points for OP Items	37		
***	Within a standard, items should be evenly distributed amongst each objective.											
***	Each form/standard should have a range of performance levels.											

Grade 8 Science (Target)								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		4	2	6	8	60%	3
A/B	Science Connections and the Nature of Science	AB-1 Use specific materials to represent science concepts.						3
C	Science Inquiry		5	1	6	7	60%	4
C	Science Inquiry	C1 Identify simple cause and effect relationships.						4
D	Physical Science		6	0	6	6	60%	3
D	Physical Science	D1a Identify the direction of motion before the object is released.						3
D	Physical Science	D1b Identify two or more physical characteristics of a substance.						3
E	Earth and Space Science		6	0	6	6	60%	3
E	Earth and Space Science	E1a Identify changes in the earth.						3
E	Earth and Space Science	E1b Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.).						3

Grade 8 Science (Target) (continued)								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Sore	% at EDOK or above min. EDOK	Minimum EDOK
F	Life and Environmental Science		6	0	6	6	60%	4
F	Life and Environmental Science	F1a Identify characteristics of living things.						4
G/H	G/H Science Applications and Science in Social and Personal Perspectives		6	0	6	6	60%	3
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify technologies and habits that help people learn or work safely.						3
**	CRs can be aligned to any EGBO within each Standard.							
***	Within a standard, items should be evenly distributed amongst each objective.		Total Number of OP Items	36		Max Points for OP Items	39	

Grade 10 Science (Target)									
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of 3 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		5	1	0	6	7	60%	3
A/B	Science Connections and the Nature of Science	AB-1 Use models to demonstrate knowledge of scientific concepts.							3
C	Science Inquiry		5	0	1	6	8	60%	4
C	Science Inquiry	C1 Follow directions to complete basic steps of science inquiry.							4
D	Physical Science		6	0	0	6	6	60%	3
D	Physical Science	D1a Identify types of energy needed by multiple kinds of organisms.							3
D	Physical Science	D1b Use principles of force and motion.							3
E	Earth and Space Science		6	0	0	6	6	60%	3
E	Earth and Space Science	E1a Identify Earth's position within the solar system.							3
E	Earth and Space Science	E1b Identify a natural disaster and its consequences.							3

Grade 10 Science (Target) (continued)

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of 3 pt CRs**	Number of items	Max Sore	% at EDOK or above min. EDOK	Minimum EDOK
F	Life and Environmental Science		6	0	0	6	6	60%	3
F	Life and Environmental Science	F1a Recognize that adaptations are part of natural processes.							3
F	Life and Environmental Science	F1b Recognize that characteristics are transferred from parent(s) to offspring.							3
G/H	G/H Science Applications and Science in Social and Personal Perspectives		6	0	0	6	6	60%	4
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify different career options related to science.							3
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H2 Determine an action that improves quality of life.							4
**	CRs can be aligned to any EGBO within each Standard.	<div><div>Total Number of OP Items</div><div>36</div></div> <div><div>Max Points for OP Items</div><div>39</div></div>							
***	Within a standard, items should be evenly distributed amongst each objective.								
***	Each form/standard should have a range of performance levels.								

Appendix E
WAA-SwD 2013–14 Actual Test Blueprints

WAA-SwD 2013–14 Actual Test Blueprints – Reading

Grade 3 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		7	0	7	7	100%	3
1	Determine the meaning of words and Phrases in context	1A Match words to pictures.	7	0	7	7	100%	3
2	Understand text		5	2	7	9	100%	3
2	Understand text	2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.	2	2	4	6	100%	3
2	Understand text	2B Sequence beginning and end from text	3	0	3	3	100%	3
3	Analyze text		7	0	7	7	86%	4
3	Analyze text	3A Given a series of events, predict what will happen next.	7	0	7	7	86%	4
4	Evaluate and Extend text		7	0	7	7	43%	5
4	Evaluate and Extend text	4A Connect text to self.	7	0	7	7	43%	5

Grade 3 Reading Actuals (continued)

	**CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30	
	*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.	**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.			

Grade 4 Reading Actuals

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	100%	3
1	Determine the meaning of words and Phrases in context	1A Match words to pictures.	6	1	7	8	100%	3
2	Understand text		6	1	7	8	100%	3
2	Understand text	2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.	5	1	6	7	100%	3
2	Understand text	2B Sequence beginning and end from text	1	0	1	1	100%	3
3	Analyze text		7	0	7	7	100%	4
3	Analyze text	3A Given a series of events, predict what will happen next.	7	0	7	7	100%	4
4	Evaluate and Extend text		7	0	7	7	29%	5
4	Evaluate and Extend text	4A Connect text to self.	7	0	7	7	29%	5

Grade 4 Reading Actuals (continued)

	**CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30
	*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.	**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.		

Grade 5 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	100%	3
1	Determine the meaning of words and Phrases in context	1A Use picture or sound clues to determine word meaning.	6	1	7	8	100%	3
2	Understand text		6	1	7	8	100%	3
2	Understand text	2A Identify the story elements of characters (who), setting (where / when) and sequence of events (what happened) within a story.	6	1	7	8	100%	3
2	Understand text	2B Follow steps in a process.	0	0	0	0	0%	3
3	Analyze text		7	0	7	7	86%	4
3	Analyze text	3A Identify the topic of written content.	7	0	7	7	86%	4
4	Evaluate and Extend text		7	0	7	7	14%	5
4	Evaluate and Extend text	4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.	7	0	7	7	14%	5

Grade 5 Reading Actuals (continued)

	**CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30
	*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.	**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.		

Grade 6 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		7	0	7	7	100%	3
1	Determine the meaning of words and Phrases in context	1A Use picture or sound clues to determine word meaning.	7	0	7	7	100%	3
2	Understand text		5	2	7	9	100%	3
2	Understand text	2A Identify the story elements of characters (who), setting (where / when) and sequence of events (what happened) within a story.	5	2	7	9	100%	3
2	Understand text	2B Follow steps in a process.	0	0	0	0	0%	3
3	Analyze text		7	0	7	7	86%	4
3	Analyze text	3A Identify the topic of written content.	7	0	7	7	86%	4
4	Evaluate and Extend text		7	0	7	7	29%	5
4	Evaluate and Extend text	4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.	7	0	7	7	29%	5
	** CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30			
	*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.	**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.					

Grade 7 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		9	1	10	11	40%	4
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.	9	1	10	11	40%	4
2	Understand text/Analyze text		10	0	10	10	90%	3
2	Understand text/Analyze text	2A Identify stated information in literary and informational text	6	0	6	6	83%	3
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.	4	0	4	4	100%	3
3	Evaluate and Extend text		6	2	8	10	38%	5
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.	6	2	8	10	38%	5
	** CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	31			
	*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.	**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.					

Grade 8 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		10	1	11	12	36%	4
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.	10	1	11	12	36%	4
2	Understand text/Analyze text		9	0	9	9	100%	3
2	Understand text/Analyze text	2A Identify stated information in literary and informational text	4	0	4	4	100%	3
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.	5	0	5	5	100%	3
3	Evaluate and Extend text		7	1	8	9	36%	5
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.	7	1	8	9	36%	5
	** CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30			
	*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.	**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.					

Grade 10 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		9	1	10	11	50%	4
1	Determine the meaning of words and Phrases in context	1A Interpret word meanings within a passage according to connotation (tone) or context.	9	1	10	11	50%	4
2	Understand text/Analyze text		10	0	10	10	0%	5
2	Understand text/Analyze text	2A Interpret text by classifying information and distinguishing different viewpoints.	10	0	10	10	0%	5
3	Evaluate and Extend text		7	1	8	9	13%	5
3	Evaluate and Extend text	3A Draw conclusions from literary and informational text.	7	1	8	9	13%	5
** CRs can be aligned to any EGBO within each Standard.		Total Number of OP Items	28	Max Points for OP Items	30			
*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.		**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.					

WAA-SwD 2013–14 Actual Test Blueprints – Mathematics

Grade 3 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	86%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Order or rote count numbers 0-20 and represent numbers 0-10.	1	2	3	5	66%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Sort coins into like groups.	1	0	1	1	100%	2
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Add and subtract one-step, single digit number problems.	2	0	2	2	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Combine and separate numbers or objects 0-20 into requested groups.	1	0	1	1	100%	3
C	Geometry			6	0	6	6	83%	3
C	Geometry	Ca/Cb - Describing Figures/Spatial Relationships & Transformations	Ca1 Identify and match 3 basic shapes.	3	0	3	3	66%	3
C	Geometry	Cc - Coordinate Systems	Cc1 Recognize basic positional concepts (such as behind, over, under, next to).	3	0	3	3	100%	3

Grade 3 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	100%	3
D	Measurement	Da - Measureable Attributes	Da1 Compare 2 objects by size or weight.	3	0	3	3	100%	3
D	Measurement	Da - Measureable Attributes	Da2 Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).	3	0	3	3	100%	3
E	Statistics and Probability			5	1	6	7	83%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Identify most, least, and same on a graph or chart.	5	1	6	7	83%	4
F	Algebraic Relationships			6	0	6	6	100%	2
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend two-part A/B pattern.	6	0	6	6	100%	2
	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	

Grade 4 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			6	1	7	8	71%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Order or rote count numbers 0-20 and represent numbers 0-10.	3	0	3	3	33%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Sort coins into like groups.	2	0	2	2	100%	2
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Add and subtract one-step, single digit number problems.	1	1	2	3	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Combine and separate numbers or objects 0-20 into requested groups.	0	0	0	0	0%	3
C	Geometry			6	0	6	6	66%	3
C	Geometry	Ca/Cb - Describing Figures/Spatial Relationships & Transformations	Ca1 Identify and match 3 basic shapes.	3	0	3	3	33%	3
C	Geometry	Cc - Coordinate Systems	Cc1 Recognize basic positional concepts (such as behind, over, under, next to).	3	0	3	3	100%	3

Grade 4 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	100%	3
D	Measurement	Da - Measureable Attributes	Da1 Compare 2 objects by size or weight.	3	0	3	3	100%	3
D	Measurement	Da - Measureable Attributes	Da2 Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).	3	0	3	3	100%	3
E	Statistics and Probability			4	2	6	8	100%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Identify most, least, and same on a graph or chart.	4	2	6	8	100%	4
F	Algebraic Relationships			6	0	6	6	100%	2
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend two-part A/B pattern.	6	0	6	6	100%	2
	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	

Grade 5 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			7	0	7	7	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Recognize, count, and order numbers to 50.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Indicate parts of a whole.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Identify and count like coins up to one dollar and bills up to five dollars.	3	0	3	3	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Solve single-digit addition and subtraction problems, and multiply and divide sets of objects by 2.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Compare two groups based on more or less.	1	0	1	1	100%	3
C	Geometry			5	1	6	7	100%	3
C	Geometry	Ca - Describing Figures	Ca1 Name and compare basic shapes (e.g., circle, rectangle, square, and triangle).	2	1	3	4	100%	3
C	Geometry	Ca - Describing Figures	Ca2 Identify directions (e.g., east, west, north, south, and left and right).	3	0	3	3	100%	3
D	Measurement			6	0	6	6	100%	3
D	Measurement	Da - Measureable Attributes	Da1 Connect calendars and clocks to everyday situations.	6	0	6	6	100%	3

Grade 5 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
E	Statistics and Probability			4	2	6	8	83%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Sort and display data on a grid to make a simple graph.	2	2	4	6	100%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether or not a situation is fair.	2	0	2	2	50%	4
F	Algebraic Relationships			6	0	6	6	0%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend a three-part A/B/C pattern.	6	0	6	6	0%	4
	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	

Grade 6 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			6	1	7	8	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Recognize, count, and order numbers to 50.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Indicate parts of a whole.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Identify and count like coins up to one dollar and bills up to five dollars.	1	1	2	3	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Solve single-digit addition and subtraction problems, and multiply and divide sets of objects by 2.	2	0	2	2	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Compare two groups based on more or less.	1	0	1	1	100%	3
C	Geometry			5	1	6	7	100%	3
C	Geometry	Ca - Describing Figures	Ca1 Name and compare basic shapes (e.g., circle, rectangle, square, and triangle).	2	1	3	4	100%	3
C	Geometry	Ca - Describing Figures	Ca2 Identify directions (e.g., east, west, north, south, and left and right).	3	0	3	3	100%	3

Grade 6 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	100%	3
D	Measurement	Da - Measureable Attributes	Da1 Connect calendars and clocks to everyday situations.	6	0	6	6	100%	3
E	Statistics and Probability			5	1	6	7	83%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Sort and display data on a grid to make a simple graph.	2	1	3	4	66%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether or not a situation is fair.	3	0	3	3	100%	4
F	Algebraic Relationships			6	0	6	6	0%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend a three-part A/B/C pattern.	6	0	6	6	0%	4
	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	

Grade 7 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Read, write, represent whole numbers to 100+.	1	1	2	3	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Use basic fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Count and compare coins and bills of differing values.	0	1	1	2	0%	4
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Use four basic operations in everyday situations	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Estimate (without counting) group sizes based on more or less.	2	0	2	2	50%	4
C	Geometry			6	0	6	6	83%	3
C	Geometry	Ca - Describing Figures	Ca1 Sort and classify a variety of three-dimensional objects based on shape.	2	0	2	2	0%	4
C	Geometry	Ca - Describing Figures	Ca2 Identify lines that are parallel and intersecting.	2	0	2	2	100%	3
C	Geometry	Cc - Coordinate Systems	Cc1 Locate coordinates in a real-world context.	2	0	2	2	100%	3

Grade 7 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	16%	4
D	Measurement	Da - Measureable Attributes	Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.	4	0	4	4	100%	3
D	Measurement	Dc - Indirect Measurement	Dc1 Identify and describe perimeter/ circumference and area on a grid.	2	0	2	2	50%	4
E	Statistics and Probability			5	1	6	7	66%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).	3	0	3	3	33%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether an event is impossible or certain.	2	1	3	4	100%	4
F	Algebraic Relationships			6	0	6	6	66%	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Extend a given sequence.	5	0	5	5	60%	3
F	Algebraic Relationships	Fb - Expressions, Equations and Inequalities	Fb1 Solve a simple one-step, open-equality sentence.	1	0	1	1	100%	3

Grade 7 Math Actuals (continued)

	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	
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Grade 8 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			6	1	7	8	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Read, write, represent whole numbers to 100+.	2	0	2	2	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Use basic fractions 1/2, 1/4, 1/3.	3	0	3	3	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Count and compare coins and bills of differing values.	0	0	0	0	0%	4
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Use four basic operations in everyday situations	0	1	1	2	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Estimate (without counting) group sizes based on more or less.	1	0	1	1	0%	4
C	Geometry			5	1	6	7	83%	3
C	Geometry	Ca - Describing Figures	Ca1 Sort and classify a variety of three-dimensional objects based on shape.	2	0	2	2	0%	4
C	Geometry	Ca - Describing Figures	Ca2 Identify lines that are parallel and intersecting.	1	0	1	1	100%	3
C	Geometry	Cc - Coordinate Systems	Cc1 Locate coordinates in a real-world context.	2	1	3	4	100%	3

Grade 8 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	0%	4
D	Measurement	Da - Measureable Attributes	Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.	4	0	4	4	100%	3
D	Measurement	Dc - Indirect Measurement	Dc1 Identify and describe perimeter/ circumference and area on a grid.	2	0	2	2	0%	4
E	Statistics and Probability			5	1	6	7	66%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).	2	1	3	4	33%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether an event is impossible or certain.	3	0	3	3	100%	4
F	Algebraic Relationships			6	0	6	6	100%	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Extend a given sequence.	3	0	3	3	100%	3
F	Algebraic Relationships	Fb - Expressions, Equations and Inequalities	Fb1 Solve a simple one-step, open-equality sentence.	3	0	3	3	100%	3

Grade 8 Math Actuals (continued)									
	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	

Grade 10 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	1	6	7	66%	4
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Compare and order positive and negative integers - 20 to 20.	2	1	3	4	33%	4
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Apply the idea of more or less using fractions, decimals, and percents.	3	0	3	3	100%	4
C	Geometry			6	0	6	6	100%	3
C	Geometry	Ca - Describing Figures	Ca1 Identify lines that form a right angle.	6	0	6	6	100%	3
D	Measurement			5	1	6	7	16%	4
D	Measurement	Da - Measureable Attributes	Da1 Select and use tools, such as a ruler, tape measure, thermometer, meter stick, or scale, to determine the measurement of real objects.	2	1	3	4	0%	4
D	Measurement	Dc - Indirect Measurement	Dc1 Determine perimeter, area, and circumference of regular shapes.	3	0	3	3	100%	3

Grade 10 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
E	Statistics and Probability			6	0	6	6	100%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Organize, read, and compare data from simple graphs (e.g., table, line, pie, bar).	3	0	3	3	100%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine the likelihood of events occurring.	3	0	3	3	100%	4
F	Algebraic Relationships			6	1	7	8	43%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Relate simple formulas to practical problems.	3	1	4	5	100%	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa2 Predict a simple mathematical pattern.	3	0	3	3	33%	4
	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	

WAA-SwD 2013–14 Actual Test Blueprints – Science

Grade 4 Science								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		6	0	6	6	100%	3
A/B	Science Connections and the Nature of Science	A-B1 Use science resources to gather information.	6	0	6	6	100%	3
C	Science Inquiry		6	0	6	6	67%	3
C	Science Inquiry	C1 Use basic science vocabulary and tools.	6	0	6	6	67%	3
D	Physical Science		6	0	6	6	0%	4
D	Physical Science	D1a Recognize differences in physical characteristics of an object.	6	0	6	6	0%	4
E	Earth and Space Science		6	0	6	6	100%	3
E	Earth and Environmental Science	E1a Recognize properties of earth features.	2	0	2	2	100%	3
E	Earth and Environmental Science	E2b Recognize changes in earth and sky.	4	0	4	4	100%	3
F	Life and Environmental Science		5	1	6	7	100%	3
F	Life and Environmental Science	F1a Recognize what plants and animals need to live and grow.	5	1	6	7	100%	3

Grade 4 Science (continued)								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
G/H	Science Applications and Science in Social and Personal Perspectives		6	0	6	6	100%	3
G/H	Science Applications and Science in Social and Personal Perspectives	G-H1 Recognize how science helps your life.	6	0	6	6	100%	3
	** CRs can be aligned to any EGBO within each Standard.		Total Number of OP Items	36		Max Points for OP Items	37	
	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.						

Grade 8 Science								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		5	1	6	7	83%	3
A/B	Science Connections and the Nature of Science	AB-1 Use specific materials to represent science concepts.	5	1	6	7	83%	3
C	Science Inquiry		5	1	6	7	50%	4
C	Science Inquiry	C1 Identify simple cause and effect relationships.	5	1	6	7	50%	4
D	Physical Science		6	0	6	6	83%	3
D	Physical Science	D1a Identify the direction of motion before the object is released.	3	0	3	3	100%	3
D	Physical Science	D1b Identify two or more physical characteristics of a substance.	3	0	3	3	67%	3
E	Earth and Space Science		5	1	6	7	83%	3
E	Earth and Space Science	E1a Identify changes in the earth.	3		3	3	100%	3
E	Earth and Space Science	E1b Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.).	2	1	3	4	67%	3
F	Life and Environmental Science		6	0	6	6	17%	4
F	Life and Environmental Science	F1a Identify characteristics of living things.	6	0	6	6	17%	4

Grade 8 Science (continued)								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Sore	% at EDOK or above min. EDOK	Minimum EDOK
G/H	G/H Science Applications and Science in Social and Personal Perspectives		6	0	6	6	100%	3
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify technologies and habits that help people learn or work safely.	6	0	6	6	100%	3
	** CRs can be aligned to any EGBO within each Standard.		Total Number of OP Items	36		Max Points for OP Items	39	
	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.						

Grade 10 Science									
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of 3 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		5	1	0	6	7	100%	3
A/B	Science Connections and the Nature of Science	AB-1 Use models to demonstrate knowledge of scientific concepts.	5	1	0	6	7	100%	3
C	Science Inquiry		5	0	1	6	8	50%	4
C	Science Inquiry	C1 Follow directions to complete basic steps of science inquiry.	2	0	1	3	5	100%	4
C	Science Inquiry		3	0	0	3	3	0%	4
D	Physical Science		6	0	0	6	6	100%	3
D	Physical Science	D1a Identify types of energy needed by multiple kinds of organisms.	3	0	0	3	3	100%	3
D	Physical Science	D1b Use principles of force and motion.	3	0	0	3	3	100%	3
E	Earth and Space Science		6	0	0	6	6	100%	3
E	Earth and Space Science	E1a Identify Earth's position within the solar system.	3	0	0	6	6	100%	3
E	Earth and Space Science	E1b Identify a natural disaster and its consequences.	3	0	0	6	6	100%	3

Grade 10 Science (continued)									
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of 3 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
F	Life and Environmental Science		6	0	0	6	6	100%	3
F	Life and Environmental Science	F1a Recognize that adaptations are part of natural processes.	3	0	0	3	3	100%	3
F	Life and Environmental Science	F1b Recognize that characteristics are transferred from parent(s) to offspring.	3	0	0	3	3	100%	3
G/H	G/H Science Applications and Science in Social and Personal Perspectives		6	0	0	6	6	17%	4
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify different career options related to science.	3	0	0	3	3	100%	3
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H2 Determine an action that improves quality of life.	3	0	0	3	3	33%	4
	** CRs can be aligned to any EGBO within each Standard.		Total Number of OP Items	36			Max Points for OP Items	39	
	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.							

Appendix F
WAA-SwD Item/Form Changes over Time

		Number of:					
Reading	From	Operational items in common between administrations	New Operational Items		Operational Items		Items with revised reporting categories
			Previously Administered*	No Prior Administration	Altered between Administrations	New Field Test items	
Grade 3 (28 items)	Nov 2012 to Nov 2013	28	0	0	0	0	0
	Nov 2011 to Nov 2012	28	0	0	0	0	0
	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	26	2	0	0	0	0
	Nov 2008 to Nov 2009	25	3	0	5	2	0
	Jan 2008 to Nov 2008	24	0	4	5	2	4
	<i>Jan 2008 to Nov 2013</i>	<i>20 (71%)</i>					
Grade 4 (28 items)	Nov 2012 to Nov 2013	28	0	0	0	0	0
	Nov 2011 to Nov 2012	28	0	0	0	0	0
	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	27	1	0	0	0	0
	Nov 2008 to Nov 2009	25	3	0	6	3	0
	Jan 2008 to Nov 2008	25	0	3	10	2	2
	<i>Jan 2008 to Nov 2013</i>	<i>21 (75%)</i>					
Grade 5 (28 items)	Nov 2012 to Nov 2013	28	0	0	0	0	0
	Nov 2011 to Nov 2012	28	0	0	0	0	0
	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	28	0	0	0	0	0
	Nov 2008 to Nov 2009	25	2	1	3	0	0
	Jan 2008 to Nov 2008	21	0	7	4	1	7
	<i>Jan 2008 to Nov 2013</i>	<i>19 (68%)</i>					

* Previously administered items were administered in any prior administration.

Number of:

Reading	From	Operational items in common between administrations	New Operational Items		Operational Items		Items with revised reporting categories
			Previously Administered*	No Prior Administration	Altered between Administrations	New Field Test items	
Grade 6 (28 items)	Nov 2012 to Nov 2013	28	0	0	0	0	0
	Nov 2011 to Nov 2012	28	0	0	0	0	0
	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	28	0	0	0	0	0
	Nov 2008 to Nov 2009	25	3	0	2	0	0
	Jan 2008 to Nov 2008	17	0	11	1	1	3
	<i>Jan 2008 to Nov 2013</i>	<i>15 (54%)</i>					
Grade 7 (28 items)	Nov 2012 to Nov 2013	28	0	0	0	0	0
	Nov 2011 to Nov 2012	28	0	0	0	0	0
	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	24	4	0	0	0	0
	Nov 2008 to Nov 2009	26	2	0	0	4	0
	Jan 2008 to Nov 2008	21	0	7	0	1	6
	<i>Jan 2008 to Nov 2013</i>	<i>17 (61%)</i>					
Grade 8 (28 items)	Nov 2012 to Nov 2013	28	0	0	0	0	0
	Nov 2011 to Nov 2012	28	0	0	0	0	0
	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	24	4	0	0	0	0
	Nov 2008 to Nov 2009	24	4	0	0	4	0
	Jan 2008 to Nov 2008	26	0	2	0	0	3
	<i>Jan 2008 to Nov 2013</i>	<i>20 (71%)</i>					

* Previously administered items were administered in any prior administration.

		Number of:					
Reading	From	Operational items in common between administrations	New Operational Items		Operational Items		Items with revised reporting categories
			Previously Administered*	No Prior Administration	Altered between Administrations	New Field Test items	
Grade 10 (28 items)	Nov 2012 to Nov 2013	28	0	0	0	0	0
	Nov 2011 to Nov 2012	28	0	0	0	0	0
	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	26	2	0	0	0	0
	Nov 2008 to Nov 2009	26	2	0	0	3	0
	Jan 2008 to Nov 2008	23	0	5	2	0	3
	<i>Jan 2008 to Nov 2013</i>	<i>20 (71%)</i>					

* Previously administered items were administered in any prior administration.

		Number of:					
Mathematics	From	Operational items in common between administrations	New Operational Items		Operational Items	New Field Test items	Items with revised reporting categories
			Previously Administered*	No Prior Administration	Altered between Administrations		
Grade 3 (31 items)	Nov 2012 to Nov 2013	31	0	0	0	0	0
	Nov 2011 to Nov 2012	31	0	0	0	0	0
	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	29	2	0	0	0	0
	Nov 2008 to Nov 2009	30	1	0	0	2	0
	Jan 2008 to Nov 2008	31	0	0	0	1	0
	<i>Jan 2008 to Nov 2013</i>	<i>29 (94%)</i>					
Grade 4 (31 items)	Nov 2012 to Nov 2013	31	0	0	0	0	0
	Nov 2011 to Nov 2012	31	0	0	0	0	0
	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	28	3	0	0	0	0
	Nov 2008 to Nov 2009	29	2	0	0	3	0
	Jan 2008 to Nov 2008	31	0	0	0	2	0
	<i>Jan 2008 to Nov 2013</i>	<i>26 (84%)</i>					
Grade 5 (31 items)	Nov 2012 to Nov 2013	31	0	0	0	0	0
	Nov 2011 to Nov 2012	31	0	0	0	0	0
	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	29	2	0	0	0	0
	Nov 2008 to Nov 2009	27	4	0	0	2	0
	Jan 2008 to Nov 2008	31	0	0	0	5	0
	<i>Jan 2008 to Nov 2013</i>	<i>25 (81%)</i>					

* Previously administered items were administered in any prior administration.

		Number of:					
Mathematics	From	Operational items in common between administrations	New Operational Items		Operational Items	New Field Test items	Items with revised reporting categories
			Previously Administered*	No Prior Administration	Altered between Administrations		
Grade 6 (31 items)	Nov 2012 to Nov 2013	31	0	0	0	0	0
	Nov 2011 to Nov 2012	31	0	0	0	0	0
	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	30	1	0	0	0	0
	Nov 2008 to Nov 2009	31	0	0	0	1	0
	Jan 2008 to Nov 2008	31	0	0	1	0	0
	<i>Jan 2008 to Nov 2013</i>	<i>30 (97%)</i>					
Grade 7 (31 items)	Nov 2012 to Nov 2013	31	0	0	0	0	0
	Nov 2011 to Nov 2012	31	0	0	0	0	0
	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	26	5	0	0	0	0
	Nov 2008 to Nov 2009	26	4	1	0	4	0
	Jan 2008 to Nov 2008	31	0	0	0	2	0
	<i>Jan 2008 to Nov 2013</i>	<i>22 (71%)</i>					
Grade 8 (31 items)	Nov 2012 to Nov 2013	31	0	0	0	0	0
	Nov 2011 to Nov 2012	31	0	0	0	0	0
	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	29	2	0	0	0	0
	Nov 2008 to Nov 2009	27	4	0	0	3	0
	Jan 2008 to Nov 2008	29	0	2	0	2	0
	<i>Jan 2008 to Nov 2013</i>	<i>23 (74%)</i>					

* Previously administered items were administered in any prior administration.

		Number of:					
Mathematics	From	Operational items in common between administrations	New Operational Items		Operational Items		Items with revised reporting categories
			Previously Administered*	No Prior Administration	Altered between Administrations	New Field Test items	
Grade 10 (31 items)	Nov 2012 to Nov 2013	31	0	0	0	0	0
	Nov 2011 to Nov 2012	31	0	0	0	0	0
	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	29	2	0	0	0	1
	Nov 2008 to Nov 2009	25	6	0	1	2	0
	Jan 2008 to Nov 2008	31	0	0	0	1	0
	<i>Jan 2008 to Nov 2013</i>	<i>23 (74%)</i>					

* Previously administered items were administered in any prior administration.

		Number of:					
Science	From	Operational items in common between administrations	New Operational Items		Operational Items Altered between Administrations	New Field Test items	Items with revised reporting categories
			Previously Administered*	No Prior Administration			
Grade 4 (36 items)	Nov 2012 to Nov 2013	36	0	0	0	0	0
	Nov 2011 to Nov 2012	36	0	0	0	0	0
	Nov 2010 to Nov 2011	36	0	0	0	0	0
	Nov 2009 to Nov 2010	35	1	0	0	0	0
	Nov 2008 to Nov 2009	36	0	0	0	2	0
	Jan 2008 to Nov 2008	31	0	5	0	2	1
	<i>Jan 2008 to Nov 2013</i>	<i>30 (83%)</i>					
Grade 8 (36 items)	Nov 2012 to Nov 2013	36	0	0	0	0	0
	Nov 2011 to Nov 2012	36	0	0	0	0	0
	Nov 2010 to Nov 2011	36	0	0	0	0	0
	Nov 2009 to Nov 2010	35	1	0	0	0	0
	Nov 2008 to Nov 2009	29	7	0	0	0	0
	Jan 2008 to Nov 2008	32	0	4	0	0	4
	<i>Jan 2008 to Nov 2013</i>	<i>27 (75%)</i>					
Grade 10 (36 items)	Nov 2012 to Nov 2013	36	0	0	0	0	0
	Nov 2011 to Nov 2012	36	0	0	0	0	0
	Nov 2010 to Nov 2011	36	0	0	0	0	0
	Nov 2009 to Nov 2010	36	0	0	0	0	0
	Nov 2008 to Nov 2009	36	0	0	0	0	0
	Jan 2008 to Nov 2008	33	1	2	0	0	2
	<i>Jan 2008 to Nov 2013</i>	<i>33 (92%)</i>					

* Previously administered items were administered in any prior administration.

Appendix G
WAA-SwD 2013–14 Directions for Test Administration (Test Administration Manual)

Fall

2013

Wisconsin Alternate Assessment for Students with Disabilities



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Directions for Test Administration

Reading Reading

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Reading Reading

Reading Reading Read

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Reading Reading R

Reading R





Wisconsin Student Assessment System

The Wisconsin Student Assessment System (WSAS) is a comprehensive statewide program designed to provide information about what students know in core academic areas and whether they can apply what they know. The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) is designed for students with significant cognitive disabilities who cannot participate in the Wisconsin Knowledge and Concepts Examination (WKCE), even with accommodations. The WAA-SwD is aligned to Extended Grade Band Standards developed by the Department of Public Instruction and Wisconsin educators.

TEST SECURITY

The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Test Books and student Answer Documents must be kept secure. Students must not be exposed to test content before the actual testing. If students have prior knowledge of test content, results of testing can give a deceptive picture. Please assume responsibility for maintaining strict security of these documents.

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.



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THE ASSESSMENT ACCOMMODATIONS MATRIX

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Purpose

This document is designed to help you administer the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) in a uniform manner essential for the integrity of this testing program. Following the instructions in this manual ensures similar testing conditions for all students with disabilities.

Participation in the WAA-SwD

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Wisconsin s. 115.77 require participation of students with disabilities in state and district wide assessments. Specifically, IDEA stipulates, “Children with disabilities are included in general State and district-wide assessment programs with accommodations, where necessary.” In addition, IDEA and Wisconsin s. 115.787 require that alternate assessments be provided to students with disabilities when the IEP team determines that participation in the standard state assessment is inappropriate for the student.

The WAA-SwD is designed for students with significant cognitive disabilities who cannot participate in the WKCE, even with accommodations. All students must take either the complete WKCE or the complete WAA-SwD — not parts of both. The WKCE is intended for students whose instruction is based upon the Wisconsin Model Academic Standards. The WAA-SwD is intended for students whose instruction is based upon the Extended Grade Band Standards. IEP teams should complete the WAA-SwD Participation Checklist, found at http://dpi.wi.gov/oea_waa, when determining which assessment is most appropriate for the student.

Test Books

There is one test book for each grade level, containing all content areas. Students in grades 3, 5, 6, and 7 are assessed in reading and mathematics. Students in grades 4, 8, and 10 are assessed in reading, mathematics, and science. Students will be assessed for the grade in which they are currently enrolled. At each grade level, all content areas tested are combined into two books: the Teacher Test Book contains the test administrator's protocol for each content area, and the Student Test Book contains all of the graphics and answer choices to be used by the student. The test administrator records the answers indicated by the student on a machine-scannable student Answer Document.

Both the Teacher Test Book and the Student Test Book are laid out in landscape format to allow for larger print and graphics. The Teacher Test Book has one item per page. In the Reading section, the Student Test Book generally has one item per two pages, allowing for a first page with the "passage" and a second page with the answer choices. The Mathematics and Science sections of the Student Test Book have one item per page.

Portions of the Reading test will be designated as "read by TEACHER" and "read by STUDENT." (Page 13 of this manual provides instructions on how to administer these test items.)

Manipulatives

For the purposes of the WAA-SwD, a manipulative is defined as a tangible object that is handled by a student or teacher to allow the student to engage with the content of the test question. The use of manipulatives is optional and not a requirement of this test EXCEPT the use of a ruler in grade 10 mathematics.

It is imperative to review the WAA-SwD test prior to test administration to determine appropriate manipulatives that may be used for your students. This decision should be an item-by-item decision made for each individual student. Manipulatives should be the same as what the student uses for daily instruction and must not change what the test item is measuring. For more information, go to http://oea.dpi.wi.gov/oea_waa.

Test Administrator Requirements

A WAA-SwD test administrator should be a licensed professional (such as an administrator, speech pathologist, or teacher) who is familiar with individual students' response styles and employed by the school or district. Paraprofessionals may not administer the WAA-SwD. An online training for test administrators is available at: http://oea.dpi.wi.gov/oea_waa.

The test administrator will administer the test individually to each student using the Teacher Test Book. The students will view the pages in the Student Test Book and indicate their responses, to be recorded by the test administrator on the student Answer Document.

Test Schedules

The WAA-SwD is administered individually to students and is not timed. Therefore, the schedule for administering the assessment is highly individualized. Test administrators may administer the tests anytime within the testing window (October 28–November 29, 2013). Testing sessions should occur at times when the student is most alert and responsive. Students should be provided as much time as needed to complete the test, within the testing window.

Testing Dates
October 28 through
November 29, 2013

Interrupted Sessions

Every effort should be made to present all content area tests to the student. However, there is no requirement to complete a content area, or even a session, in one day. Students may stop and then return to testing within the same session based on the individual student's needs as assessed by the test administrator. While students may return to testing as stated above, they may not return to a test item that has already been started. All WAA-SwD testing must occur within the testing window. If a student does not finish an assessment, the student Answer Document should still be submitted for scoring.

Check Your Test Materials

Check to be sure that you have the following materials. If any materials are missing, contact the School Assessment Coordinator for your school or the District Assessment Coordinator.

FOR THE TEST ADMINISTRATOR

- ☐ *Directions for Test Administration* (this manual)
- ☐ one Teacher Test Book for every student who is being tested at each grade level
- ☐ one student Answer Document for each student being assessed

FOR THE STUDENT

- ☐ one Student Test Book at the appropriate grade level

A No. 2 pencil will be required to complete the student Answer Document as well as a ruler for Grade 10 Mathematics. Please note that these items are not provided for you.

Observe Test Security Guidelines

The primary goal of WSAS test security is to protect the integrity of the examination. If any of the questions are made public, the validity and fairness of the test will be compromised. Everyone who works with the assessment, communicates test results, and/or receives testing information is responsible for test security.

All test materials must be kept secure. Test materials must be kept in a locked storage cabinet or area before and after all testing sessions. Manipulatives or assistive devices that provide clues to the content of the test should also be kept secure. Destroy manipulatives and delete programming on any assistive device following test administration. Test security is the responsibility of the entire school community.

Disciplinary measures for educators and school staff will be determined at employment level based on local board policy. In extreme cases, DPI reserves the right to pursue its own sanctions of department-licensed individuals for school or district testing irregularities.

For more information on test security, see the “WSAS Policy & Procedure Manual” section of the *WSAS Guide for District Assessment Coordinators and School Assessment Coordinators*, which is available online at http://oea.dpi.wi.gov/oea_publications.

Prepare Your Students

Inform students about the testing procedure and help them approach testing in a relaxed, positive manner. Explain that the purpose of taking an achievement test is to find out which skills have been mastered and which skills need further development. Point out that some items may be more difficult than others and some material may be new to students; they are not expected to know all the answers. Reassure students that they will be given ample time to do their best. Emphasize that the test requires no special preparation and that scores will not affect their grades.

Sample Items for Each Content Area

Sample items for each content area are provided at:

http://oea.dpi.wi.gov/oea_waa. These items may be used to prepare students for the assessment. Each sample item has a corresponding page in both the Teacher Test Book and the Student Test Book. Please note that the sample items include additional information (grade, subject, performance level, item type, and indicator) for training purposes only. This information will NOT appear on actual test items.

Plan Your Testing Sessions

WAA-SwD sessions are individually administered and are untimed. The test administrator should:

- ☐ View the test administrator training available online at:
http://dpi.wi.gov/oea_waa.
- ☐ Review the teacher and student test books in order to prepare student manipulatives.
- ☐ Coordinate scheduling with the School Assessment Coordinator (SAC) to avoid unnecessary interruptions of testing sessions.
- ☐ Complete the Student Information Page before testing if student pre-ID labels are not used.
- ☐ Avoid testing on days just before or after vacations, important school functions, holidays, or weekends.
- ☐ Try to schedule testing sessions for times when the student is alert and responsive. Continue testing as long as the student is able to participate in a meaningful manner.
- ☐ Schedule breaks to maintain an unhurried pace and a relaxed atmosphere. Be sensitive to the student's fatigue level and attention span and alter your schedule as necessary.
- ☐ Administer all content areas to students for the grade level in which they are enrolled. Complete all WAA-SwD testing within the testing window.

Accommodations

Every effort is made to allow for a positive testing experience for all students. Assistive technology routinely used for classroom instruction and documented in IEPs may be used for administration of the WAA-SwD. The test books may be obtained prior to administration for the programming of assistive technology devices. All information programmed into an assistive technology device for test administration must be deleted when testing is complete.

Accommodations for testing must be documented in the student's IEP. Indicate which accommodations were used in the Student Assessment Report, located on the back cover of the student Answer Document.

For more information, please refer to the Assessment Accommodations Matrix, beginning on page 18 of this document. The Assessment Accommodations Matrix is also available at http://oea.dpi.wi.gov/oea_accommtrx.

Braille Books and Picture Descriptions

Braille editions of the WAA-SwD and picture descriptions are available through DPI for students who are visually impaired. An order form is available at: http://oea.dpi.wi.gov/oea_dacforms. Test administrators are responsible for recording student responses onto a WAA-SwD student Answer Document to be returned for scoring. A separate Test Administration Manual is not necessary for the Braille editions.

Fill In the Student Information Page

The Student Information Page must be completed **only if you are not using student pre-ID labels**. Samples of the Student Information Page and a student pre-ID label can be found on pages 11 and 12 of this manual.

Your district was provided with student pre-ID labels; please use these labels even if they contain incorrect information. The opportunity to correct this information will be provided by updating the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) or by using the Record Editing System (RES).

You should have received three labels per student. The left-hand label with NO barcode is for teacher use only. Apply an undamaged barcoded student pre-ID label to the front cover of the student Answer Document.

To be completed by school staff:

1. **STUDENT'S NAME:** Print the last name, first name, and middle initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces. Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
2. **BIRTH DATE:** Write the birth date in the spaces provided. Fill in the appropriate circles in each column for the month, day, and year of birth. If the birth date is a single digit, the "zero" circle in the left-hand column under "Day" should be filled in.
3. **TEACHER, SCHOOL, DISTRICT:** Print the teacher, school, and district names in the appropriate boxes.
4. Fill in the appropriate circle for "Female" or "Male."
5. **ETHNICITY:** Fill in the racial or ethnic group that the student belongs to or identifies with.

STUDENT PRE-ID LABELS

The labels in the left column of the label sheets are for teacher use only. The barcoded labels are for the student Answer Document.

Test administrators should fill in the Student Information Page.

To be filled in by test administrators or District Assessment Coordinators after completion of testing, using information provided by school or district personnel with access to the relevant student records:

6. **WI STUDENT NUMBER:** Write the ten-digit Wisconsin Student Number (WSN) in the spaces provided. Fill in the appropriate circle below each digit. More information on WSNs and a list of WSLs/ISES administrators can be found at http://lbstat.dpi.wi.gov/lbstat_dm-eseadata.
7. **ENGLISH LANGUAGE PROFICIENCY (ELP) STATUS:** Fill in the circle that indicates the student's English Language Proficiency (ELP) status code. A DPI-approved assessment instrument—ACCESS for ELLs® as of the 2005–06 academic year—must be used to determine the appropriate code (1–5) if the student is categorized as an English Language Learner (ELL). Code 6 is “Formerly ELL/Now Fully English Proficient.” Code 7 is “Never ELL/Fully English Proficient.” See http://oea.dpi.wi.gov/oea_ells for descriptions of the English Language Proficiency levels.
8. **MOBILITY STATUS:** If the student has NOT been enrolled in the district for 9.25 months, fill in the circle for “NO” on the DISTRICT line. If the student has NOT been enrolled in the school for 9.25 months, fill in the circle for “NO” on the SCHOOL line. “Yes” will be assumed unless “NO” is marked.
9. **LOCAL STUDENT I.D. (recommended):** If your school district has chosen to assign Local Student I.D. numbers, write the number in the spaces provided. If the Local Student I.D. has fewer than ten digits, make sure the last digit of the number falls in the space farthest to the right. Write leading zeros in any remaining spaces. Fill in the appropriate circle below each digit.
10. **OPTIONAL FIELD:** Districts may use this field for their own purposes or leave it blank. This ten-digit numeric field can be used to record additional information about students in the WAA student data file. Among other examples of data that might be recorded in this field are the length of time a student has attended a particular school, the types of services the student has received, or the student's homeroom teacher or guidance counselor.
11. **TESTING STATUS (Parent Opt-Out):** If the parent or guardian requested to excuse this student from participating in the WAA-SwD, fill in the circle for “P” in the “TESTING STATUS” section of the biogrid. All students excused by parent opt-out count as “not tested” students for determining school and district accountability.

ELP/Mobility Status
You may contact the District Assessment Coordinator or DPI for further clarification of a student's ELP/Mobility status.

Parent opt-out
should be indicated by filling in the bubble in the “TESTING STATUS” box.

Note that students will be coded as “T” (expected to participate in all content areas covered by WSAS) unless coded as “P.” Participation in the WAA-SwD counts as participation in WSAS for the purpose of determining school and district accountability.

12. SPECIAL STATUS: To protect students’ privacy, fill in the following sensitive demographic data after testing, just before test materials are sent to CTB. The status codes are defined below. Please read the definitions carefully. Be sure to mark all codes that apply for each student. **Important:** If no special codes are marked, the student’s special status will be recorded as “none.”

D = student with a **disability**. A “student with a disability” (SwD) is a student who is considered eligible for the federal child count as reported by the district to DPI on the IDEA Federal Student December 1 Data Report (PI-2197). This includes any student who was reported by the district as eligible on PI-2197 or who has been identified as eligible since December 1, unless the student has exited the district’s special education program. Status as a “student with a disability” is based on the student’s status as of the date the student is tested.

H = student who has a **physical or mental impairment** covered by Section 504 of the Vocational Rehabilitation Act.

U = **long-term U.S.** student indicator. Beginning in grade 1, a student who has attended school in the United States for at least five consecutive years is considered to be a long-term U.S. student. This data element is required of ELL students with English Language Proficiency status codes 1 and 2.

M = **migrant** student. A “migrant student” is any student who is, or whose parent or guardian is, a migratory fisher, a dairy worker, or an agricultural worker AND who, in the preceding 36 months, has moved from one school district to another in order for the worker to obtain temporary or seasonal employment in agricultural or fishing work.

L = student who has been **enrolled for less than one full academic year** in one or more schools in the United States.

Z = student who is **economically disadvantaged**. An “economically disadvantaged” student is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch ($\leq 185\%$ of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students that is

consistent with the DPI definition above. In the absence of reliable subsidized-lunch eligibility data, districts can use available county data, scholarship information, post-secondary options information, or other appropriate data.

13. FOR SPECIAL STATUS “D” STUDENTS RESIDING OUT OF DISTRICT (OOD) ONLY: This section must be completed only for a student with a disability (SwD) who resides outside of your school district. If the student attends school in your district due to an IEP placement from another district, fill in the circle for “YES.” “No” will be assumed unless “YES” is marked. For “YES,” the test book requires special processing because the district of residence will be held accountable for the performance and progress of this student. For the student’s data to be accurately processed, CTB needs you to provide the following information about this student on the Student Information Page.

District of Residence: Provide the four-digit number assigned by DPI for the district of residence. Residence is based on where the student typically sleeps at night. For students with disabilities who reside in another state, use the code 9999.

(Please use a No. 2 pencil to complete this page.)

Complete this form only if the pre-ID label is unavailable. This information is required for all students enrolled, including students tested and students not tested, to produce summary reports.

Student Pre-ID Label

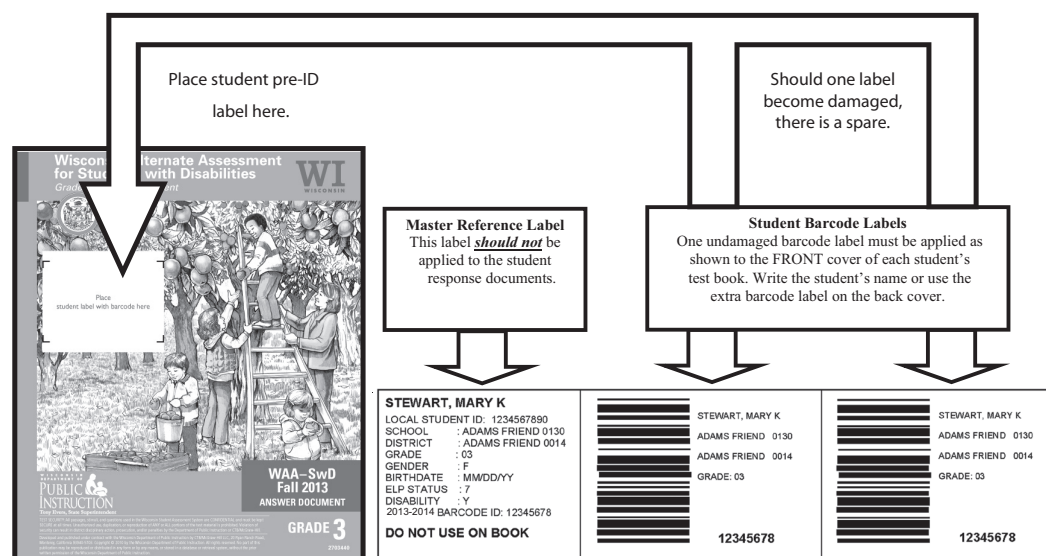
Data from the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) were used to create student demographic pre-ID labels for all students enrolled in grades 3 through 8 and 10. The initial shipment of pre-ID labels should arrive at the beginning of the testing window. A second shipment of labels, for students who are new to Wisconsin Public Schools after October 1, should arrive in districts by the end of the testing window. It is critical for reporting and accountability that districts use these labels. Unlike prior years, “bubbling” all test books for the school or district should not be considered a viable option. Bubbling will be necessary only in very rare cases when a label is not available for a new student. WSLS and ISES records may not be completely updated in your district; therefore, you may see data that are inaccurate on the pre-ID label. However, if you can determine that the label is for a student who should be tested on WSAS, you should still use the label. Corrections and updates must be made to your district’s records in the WSLS and ISES databases. Contact your local WSLS/ISES administrator to make changes.

If a student transfers out of your district after labels have been shipped, you should send that student’s pre-ID label along with other confidential records. The receiving district should still use this label even though it appears to have inaccurate school and district information on it.

Corrections and updates to the WSLS and ISES databases can be made through at least mid-November. Once these data are “locked” in early December, DPI will send a new student demographic data file to CTB, and all updates made in WSLS and ISES will be incorporated into the student WSAS data during the scoring process. Accurate reporting and accountability determinations depend on the integrity of these data. Please work with your district WSLS/ISES administrator to make changes in a complete and timely manner.

DPI may have created labels for some students who are not in a tested grade. These labels should be destroyed, not placed on a test book.

For more information on student pre-ID labels, see http://oea.dpi.wi.gov/oea_dacdata.



Administer the WAA-SwD Test

Following instructions exactly ensures similar testing conditions for all students. Test directions should be read as written.

Every attempt should be made to administer all content area tests to the student. Prepare manipulatives before testing. Since sessions are administered individually and are untimed, students should be given as much time as necessary to complete the test. See “Plan Your Testing Sessions” on page 6 of this manual for more information.

The following elements are used throughout the Teacher Test Book.

Sample A

**read by
STUDENT**

***Prepare:** Place student page **Sample A** in front of the student.*

SAY **Read the sentence.**

Point to the sentence and allow the student to read the following:

John likes to ride his bike.

Point to each answer choice.

SAY **What does John like to ride?**

The directions to be read aloud to the student are preceded by a “SAY” icon **and are printed in bold type.**

This sentence/passage is what the student reads and what the test administrator may NOT read.

This is read aloud by the test administrator.

Information that is only for the test administrator and is not to be read aloud looks like this.

Student Response:

- ☐ A. Indicates Car
- ☐ B. Indicates Horse
- ☐ C. Indicates Bike
- ☐ D. Other
- ☐ E. No Response

The reading passages will be marked **read by STUDENT** or **read by TEACHER** as appropriate. This indicates an item to be read by the student. The information the student is to read will appear in the Student Test Book.

SAY

Read the sentence.

The directions to be read aloud to the student are preceded by a “SAY” icon **and are printed in bold type.**

Point to the sentence and allow the student to read the following:

John likes to ride his bike.

Point to each answer choice.

This sentence/passage is what the student reads and what the test administrator may NOT read.

Information that is only for the test administrator and is not to be read aloud looks like this.

SAY

What does John like to ride?

This is read aloud by the test administrator.

Student Response:

- ☐ A. Indicates Car
- ☐ B. Indicates Horse
- ☐ C. Indicates Bike
- ☐ D. Other
- ☐ E. No Response

During the test, the test administrator may mark responses in the Teacher Test Book and then go back and bubble in the student Answer Document with a No. 2 pencil after the test has been administered to the student. Only the student Answer Document will be used for scoring.

D U R I N G T E S T I N G

Fill In the Student Assessment Report

(back cover of the student Answer Document)

The Student Assessment Report, on the back cover of the student Answer Document, must be completed for all students expected to take the WAA-SwD. Be sure to use a No. 2 pencil when filling out the Report.

Back Cover of the Student Answer Document

Student Assessment Report			
Write student's name in this box.	All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.		
Student Performance Level Survey			
<p>Note: Read the Performance Level Descriptors located in the Extended Grade Band Standards before completing this section. This survey is used for research purposes only and will not influence the score of the student for whom you are administering the assessment. The results of this survey are completely confidential and only summary-level data will be reviewed.</p> <p>Directions: Based on the Performance Level Descriptors and the test administrator's judgment, this student's performance rating is estimated to be (please mark one rating for each content area tested on the WAA-SwD):</p>			
	Reading	Mathematics	Science
WAA-SwD Minimal Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Proficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Assessment Accommodations			
<p>Directions: Complete this section for students who participated in the WAA-SwD with one or more of the following accommodations. Mark all that apply.</p>			
Type of Accommodation	Reading	Mathematics	Science
Used translation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signed test questions and content to student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used Braille	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used assistive device (e.g., text-talker, adaptive keyboard, picture symbols)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used objects or manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used another DPI-approved accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternate Assessment Results for Social Studies, Language Arts, and Writing			
<p>Directions: Complete this section for all students with disabilities who participated in the alternate assessment for Social Studies, Language Arts, and Writing. Results must be based upon DPI Administration Guide and Rating Scales.</p>			
	Social Studies	Language Arts	Writing
WAA-SwD Minimal Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Proficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Student Performance Level Survey

Your participation in the Student Performance Level Survey will provide valuable research information. The results of this survey are completely confidential and will not influence the score of the student for whom you are administering the assessment. Only summary-level data will be reviewed.

Based upon your knowledge of the Performance Level Descriptors found within the Extended Grade Band Standards, classify your student's performance into one of the four performance levels (WAA-SwD Minimal Performance, WAA-SwD Basic, WAA-SwD Proficient, and WAA-SwD Advanced). These descriptors are included with the Teacher Test Book.

A detailed description of each performance level by grade and content area can also be found at: http://oea.dpi.wi.gov/oea_waa.

Accommodations

Fill in the appropriate bubble on the form to indicate each type of accommodation that the student used in any content area of the WAA-SwD.

Please refer to the Assessment Accommodations Matrix beginning on page 18 to see if an accommodation is allowed for a given student.

Rating Scale

The proficiency levels for Social Studies, Language Arts, and Writing, for students in grades 4, 8, and 10, are determined through teacher rating scales based upon classroom evidence. These forms are downloadable from the DPI website http://oea.dpi.wi.gov/oea_waa and can be completed at any time within the testing window. Scores should be recorded on the back of the student Answer Document in order to be included in the student's report.

Assemble Materials for Return

The School Assessment Coordinator (SAC) will coordinate return of WSAS test materials to the District Assessment Coordinator (DAC), who will then return all test documents in the district, including all WAA-SwD Teacher Test Books and Student Test Books, to CTB/McGraw-Hill for scoring.

Full instructions for returning materials are located in the WSAS *Guide for District Assessment Coordinators and School Assessment Coordinators*.

Marking Tests Invalid

Every effort must be made to administer all content areas of the WAA-SwD to all students expected to take the examination. If necessary, you may invalidate a content area by filling in all circles for questions 1 through 5 for each content area affected.

Students whose tests are invalidated count as not-tested students for accountability purposes; therefore, invalid tests may adversely affect the federal accountability requirement of 95% participation rate for a school and district.

Accommodations for Students with Disabilities

on the *Wisconsin Knowledge and Concepts Examination (WKCE)* and *Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)*

- All accommodations for a student with a disability must be documented on an IEP or Section 504 plan in the section for statewide assessment. * Refer to page 22
- All *Allowable Test Practices for All Students* must be documented in an IEP or Section 504 plan in the section for statewide assessment.
- Accommodations should be consistent with day-to-day instructional methods and should not be first introduced during testing.
- Accommodations should enhance access without changing the skill or construct measured.
- Districts should monitor the use of accommodations by comparing assessment accommodations received with those stated in IEP or Section 504 plans.

Accommodation Description For Students with Disabilities (D)			WKCE	WAA-SwD
Test Directions				
D 1	Sign language for directions. ^{1, 11}		✓	✓
D 2	Mark or highlight directions. ^{1, 2, 3}		✓	N/A: Test administrator reads WAA-SwD aloud.
D 3	Provide printed copy of teacher directions (i.e. bold text following the SAY icon) from the WKCE Test Administration Manual. ¹		✓	N/A: Test administrator reads WAA-SwD aloud.
D 4	Explain or clarify directions. ¹		✓	✓
D 5	Student rereads and/or restates directions. ¹		✓	✓
Content Presentation				
D 6	Turn pages for student.		✓	✓
D 7	Braille; student responses must be transcribed into scorable test book by a licensed teacher of the visually impaired or a certified transcriber. ^{6, 14}		✓	✓
D 8	DPI-provided WAA-SwD Picture Descriptions; appropriate only for a student who cannot access the printed WAA-SwD, even with magnification, or the Braille WAA-SwD. ¹³		N/A	✓
D 9	Large-print; student responses must be transcribed into scorable test book. ^{6, 14}		✓	N/A: WAA-SwD is 18 pt. font, no separate large print edition.
D 10	Extra test book; answers must be recorded in one scorable test book. ¹⁴		✓	N/A: All items are presented to the student so that they view one entire item at a time.
D 11	Sign language for test passages and questions (Not allowed on WKCE Reading test or WAA-SwD “Read-by-Student” items). ¹¹		✓	✓
D 12	Text talker for test passages and questions (Not allowed on Reading tests). ⁴		✓	N/A: Test administrator reads WAA-SwD aloud.
D 13	Student reads aloud to self.		✓	✓
D 14	Test administrator reads test passages and questions aloud (Not allowed on WKCE Reading test or WAA-SwD “Read-by-Student” items). ⁹		✓	N/A: Test administrator reads WAA-SwD aloud.
D 15	Student records him/herself reading aloud and plays back recording. ⁴		✓	✓
D 16	Audio recording of test passages and questions in English (Not allowed on WKCE Reading test or WAA-SwD). ^{4, 9}		✓	N/A: Test administrator reads WAA-SwD aloud.

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Accommodation Description for Students with Disabilities (D)		WKCE	WAA-SwD
Content Presentation (cont.)			
D 17	Read the Reading test ONLY in the following scenarios as described in <i>Form I-7-B</i> . ^{8,9} a) For a student who is blind or visually impaired who is not yet proficient in contracted Braille, the WKCE Reading test passages and questions may be read aloud. b) For a student who is blind or visually impaired who is not yet proficient in un-contracted Braille, the WAA-SwD "Read-by-Student" Reading test items may be read aloud.	✓	✓
Response			
D 18	Manipulatives, base-ten blocks, 3-D shapes, 100's chart (not multiplication table), whole integer number lines, number boards, etc. are allowed as long as they do not provide a definition or description.	✓	✓ Follow guidelines in WAA-SwD Manipulatives Guide. http://oea.dpi.wi.gov/files/oea/pdf/maniguide.pdf
D 19	Calculator and/or multiplication table (Not allowed on sections of the Mathematics test measuring computation skills -refer to each appropriate grade's Test Administrator's Manual at http://oea.dpi.wi.gov/oea_publications).	✓	N/A: A calculator is not allowed on the WAA-SwD.
D 20	Braille output device; transcribe student responses into scorable test book. ^{4, 6, 14}	✓	✓
D 21	Student indicates responses orally to scribe. ⁵	✓	N/A: Test administrator records all student responses.
D 22	Student signs responses to interpreter/scribe. For the Writing test, translation from American Sign Language (ASL) is not allowed; student must use English-based sign. ^{5, 11}	✓	✓
D 23	Student records responses using an audio or video device: a) Test administrator transcribes student's responses into scorable test book. ^{6, 14} b) Student watches or listens to his/her recorded responses and transcribes into scorable test book. ^{4, 6, 14}	✓	N/A: Student is allowed to communicate responses in whichever mode is best for the student. Test administrator records student responses.
D 24	Computer or word processor; responses must be transcribed into the scorable test book. For the Language Arts and Writing tests, all spell- and grammar-checking devices must be turned off; for the Mathematics test, the calculator function must be turned off for non-calculator sessions. ^{4, 6, 14}	✓	N/A: Student is allowed to communicate responses in whichever mode is best for the student. Test administrator records student responses.
D 25	Speech-to-text devices; responses must be transcribed into the scorable test book. For the Mathematics test, the calculator function must be turned off for non-calculator sessions. ^{4, 6, 14} (Not allowed on Language Arts or Writing tests).	✓	N/A
D 26	Provide spelling assistance or a spell-check device, where appropriate (Not allowed on Language Arts or Writing tests).	✓	N/A: Student is not required to spell responses.
Setting			
D 27	Student moves, stands, or paces during individual administration.	✓	✓
Timing/Scheduling			
D 28	Extra time; test session must be completed within the same day the student started the session. ⁷	✓	N/A: WAA-SwD is an untimed test

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Accommodations for English Language Learners (ELLs)

on the *Wisconsin Knowledge and Concepts Examination (WKCE)* and *Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)*

- Accommodations are allowed for ELL students (i.e. students whose English language proficiency levels are 1 through 5).
- All accommodations for an ELL student should be determined by a team of educators, the student, and the students' parents.
- Accommodations should be consistent with day-to-day instructional methods and should not be first introduced during testing.
- Accommodations should enhance access without changing the skill or construct measured.
- Districts should monitor the use of accommodations by comparing assessment accommodations received with those stated in student plans.
- More information regarding the DPI-provided scripts can be found at: http://oea.dpi.wi.gov/oea_ells.

Accommodation Description For English Language Learners (L)				WKCE	WAA-SwD
English Language Reference Material: English support materials, not intended to define words or to provide correct response for student					
L 1	Provide spelling assistance or spell-check device, where appropriate (Not allowed on Language Arts or Writing test).			✓	N/A: Student is not required to spell responses.
Scripted Oral English : Reading aloud and repeating test items or directions verbatim from test book					
L 2	For all subject areas except Reading test, read questions and content to student in English (Not allowed on WKCE Reading test or WAA-SwD “Read-by-Student” items). ⁹			✓	N/A: Test Administrator reads WAA-SwD.
L 3	Audio recording of test passages and questions in English (Not allowed on WKCE Reading test or WAA-SwD “Read-by-Student” items). ^{4, 9}			✓	N/A: Test Administrator reads WAA-SwD.
Clarification in English: Unscripted oral explanation of test considered potentially difficult for ELLs to access					
L 4	Simplify, explain, or clarify test directions. ¹			✓	N/A: Directions are incorporated into each item.
L 5	Have student reread and/or restate directions in his/her own words. ¹			✓	N/A: The WAA-SwD is in simplified language.
L 6	Audio recording of test items in English that is simplified for words not related to content or vocabulary (Not allowed on Language Arts or Reading tests). ^{4, 12}			✓	N/A: The WAA-SwD is in simplified language.
L 7	Read test items in English that is simplified for words not related to content or vocabulary (Not allowed on Language Arts or Reading tests). ¹²			✓	N/A: The WAA-SwD is in simplified language.
Oral Response: Student answers test items orally in English					
L 8	Student indicates response in English orally to a scribe. ⁵			✓	N/A: Test administrator records all responses.
L 9	Student records responses using an audio or video device. a) Test administrator transcribes student's responses into WKCE test book. b) Student watches or listens to his/her recorded responses and transcribes into WKCE test book. ^{4, 6}			✓	N/A: Test administrator records all responses.

Direct Linguistic Support in English

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Accommodation Description for English Language Learners (L)		WKCE	WAA-SwD
Dual Language Reference Material: Support material in English and native language, not intended to define words or provide answers for student			
L 10	Provide bilingual word-to-word (no definition) translation (Not allowed on Language Arts, Reading, or Writing tests).	✓	N/A: Not appropriate for students taking the WAA-SwD.
Written Translation: Professionally translated written accommodation scripts provided to student			
L 11	Qualified translator provides written translation of directions in student's native language. For Spanish, use DPI-provided WKCE translation scripts. ^{1, 10}	✓	N/A: Directions are incorporated into each item.
L 12	Qualified translator provides written translation of test items into student's native language. Student responses must be in scorable test book. For Spanish, use DPI-provided WKCE translation scripts (Not allowed on Language Arts or Reading tests). ¹⁰	✓	✓ Translate only the script following the "SAY" icon. Note: WAA-SwD translation scripts not provided.
Scripted Oral Translation - Only DPI-Provided Scripts: Reading aloud professionally translated, DPI-provided scripts of test items and/or directions			
L 13	Read aloud DPI-provided Spanish or Hmong translations of test directions in the Test Administration Manual (http://oea.dpi.wi.gov/oea_publications). ^{1, 9}	✓	N/A: WAA-SwD translation scripts not provided.
L 14	Read test items aloud using DPI-provided Spanish scripts (Not allowed on Language Arts or Reading tests). ⁹	✓	N/A: WAA-SwD translation scripts not provided.
L 15	Provide audio recording of test items using DPI-provided Spanish scripts (Not allowed on Language Arts or Reading tests). ⁴	✓	N/A: WAA-SwD translation scripts not provided.
Sight Translation - Languages other than Spanish: Unscripted oral translation of test items and/or directions into student's native language			
L 16	Interpret directions into student's native language. ^{1, 10}	✓	N/A: Directions are incorporated into each item.
L 17	Simplify, explain, or clarify test directions in student's native language. ^{1, 10, 12}	✓	N/A: Directions are incorporated into each item.
L 18	Audio recording of directions interpreted into student's native language. ^{1, 4, 10}	✓	N/A: Directions are incorporated into each item.
L 19	Audio recording of test items interpreted into student's native language (Not allowed on Language Arts or Reading tests). ^{4, 10}	✓	✓
L 20	Interpret test passages and questions into student's native language; student responses must be documented in scorable test book (Not allowed on Language Arts or Reading tests). ¹⁰	✓	✓
Student Response in Native Language: Student responds in his/her native language			
L 21	Student responds (orally or in writing) in his/her native language; translator translates student response into English, and then scribes (oral response) or transcribes (written response) into scorable test book (Not allowed on Writing tests). ^{5, 6, 10}	✓	✓

Indirect Linguistic Support			
L 22	Extra time; provide extra time for any timed test as long as a test session is completed within the same day the student started the session. ⁷	✓	N/A: WAAA-SwD is not a timed test.
L 23	Student reads aloud to self	✓	✓

Other Accommodations for Students with Disabilities and English Language Learners	
	Any accommodation not on this list must be submitted to DPI for approval, as it may represent a modification which changes the skill being measured.
	<ul style="list-style-type: none"> ○ All requests for an additional accommodation must be made to DPI at least two weeks before the test administration window begins, by completing and submitting the Request for Accommodation Form located at http://oea.dpi.wi.gov/oea_accommtrx. ○ Requests will be reviewed by a committee to determine whether the request can be approved; approval or non-approval will be returned via fax or email.

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*Allowable Accommodations for Students in Unique Circumstances

Some students who do *not* have an IEP or 504 plan, due to unique circumstances at the time of testing, may be able to demonstrate their learning more accurately through the use of accommodations on an ***as needed basis only***. In these unique cases, please follow the guidelines outlined in the matrix for Students with Disabilities; call DPI's Office of Educational Accountability with any questions at (608) 267-1072. Examples of unique circumstances:

- A student with a broken arm may need a scribe or be able to use a word processor to record responses.⁴
- A student who forgot to wear eyeglasses may need a visual magnification device.

ALLOWABLE TEST PRACTICES
<p>In addition to the accommodations allowed for Students with Disabilities and English Language Learners, the test practices listed below are allowed for all students and should be used on an as needed basis during <i>Wisconsin Knowledge and Concepts Examination (WKCE)</i> and <i>Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)</i> testing. Although these practices are allowed for all students, districts should make determinations of appropriate test practices based upon individual student needs and day-to-day instructional practices. Some practices are not applicable to the WAA-SwD and are noted below. If a student with disabilities requires the use of one of the following test practices, it must be documented in their IEP or Section 504 plan in the section for statewide assessment.</p>
<p>Test Directions</p> <p>Read directions aloud and reread as needed (<i>N/A for WAA-SwD: all directions are read aloud</i>).¹</p> <p>Audio recording of directions (<i>N/A for WAA-SwD: one-to-one administration</i>).^{1, 4}</p>
<p>Content Presentation</p> <p>Visual magnification devices. Be careful not to enlarge measurement items.</p> <p>Audio amplification devices.</p> <p>Color overlay.</p> <p>Page markers (e.g. bookmark or straight edge) to maintain place.</p> <p>Allow student to mark test book in approved locations with a #2 pencil.²</p> <p>Student marks test with a highlighter.³</p>
<p>Response</p> <p>Graph/lined/grid paper, template, or graphic organizer (with no text) for aligning work and/or recording answers that the student will transfer into their test book.</p>
<p>Setting</p> <p>Distraction-free space or alternative location for student (e.g., study carrel, front of room).</p> <p>Individualized (and supervised) or small group setting (<i>N/A for WAA-SwD: one-to-one administration</i>).</p> <p>Adaptive furniture, special lighting and/or acoustics.</p> <p>Homebound or hospitalized student takes test at home or in a care facility/hospital with district supervision.</p>
<p>Timing/Scheduling</p> <p>Breaks: allow student to take breaks without exceeding total testing time.⁷</p> <p>Scheduling: allow student to test across multiple days, as long as a test session is completed within the same day the student started the session.</p>

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Explanation of Footnotes. – The footnotes below reference specific accommodations available to students with disabilities and/or English language learners. Only footnotes 1-4 and 7 are allowable for ALL students.

1 **Test directions:**

- o Any portion of the WKCE test book where the word “Directions” appears in a shaded/colored box, typically at the top of a page preceding a particular section of test content. In addition, test directions refer to anything that the test administrator reads aloud to the class from the WKCE Test Administration Manual (i.e. bold text following the SAY icon).
- o WKCE item stems and test questions should not be considered directions.
- o Test Directions for the WAA-SwD are incorporated into the teacher test book and are read aloud to the student. These directions must be read verbatim but may be reread if a student needs further clarification.
- o Directions may not be expanded.

2 Marking test book with #2 pencil: Student should not make pencil marks near answer bubbles, other than to mark one correct answer. Student should not mark in any of the following areas in the test book:

- o the student Pre-ID Barcode on barcode label,
- o the timing tracks (the parallel lines along the side of the test book),
- o the skunk lines (the little squares and rectangles across the bottom of each page of the test book), or
- o the Litho codes (the squares and numbers across the bottom of the first and last page of the test book).

3 **Highlighters:**

- o Carefully supervise the use of highlighters as they may cause smudging of pencil marks and bubbles and, therefore, could affect scoring.
- o Do not allow the highlighting of track marks, litho codes, skunk lines, barcodes, pre-slugged bubbles or any carbon black printing. The highlighters cause these black inks to blur and bleed, which could affect scoring.
- o Use only a highlighter from the following list, which were tested and found to have minimal problems:
 - Avery Hi-liter (regular or thin-tipped), Bic Brite-Liner, Sanford Major Accent, or Sanford Pocket Accent (thin-tipped)

4 Using audio/video or electronic (e.g., word processor or text talker) recordings: when using accommodations that involve audio, video or electronic recordings or saved files, the test administrator must ensure that the recording or file is deleted upon completion of testing for security purposes.

5 **Use of a scribe** (student dictates orally to scribe):

- o A scribe may be provided when a student’s documented disability, ELL status, or injury prevents them from writing their answer.
- o When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students.
- o The WKCE Writing prompts measure composition, grammar, punctuation, capitalization, and spelling; therefore, a student must dictate these exactly as they are to be written.
- o A scribe must be impartial and should allow the student adequate time to review and approve the response, if desired.
- o All scribing should be done with a #2 pencil; responses scribed in ink will not be scored.

6 Transcribing student responses (student’s answers are documented in a manner other than in the scorable test book [e.g., large-print, Braille version, computer response, etc]):

- o A translator who scribes student responses from native language to English should translate word-for-word to the extent possible for all content areas except Writing. For the Writing test, student must dictate or write responses in English (translation not allowed) exactly as they are to be written.
- o The answers must be transcribed into the regular WKCE test book or WAA-SwD student Answer Document with a #2 pencil to be scored.
- o Transcription of the student’s responses must be verbatim, including spelling, formatting, punctuation, etc.
- o Test security must be maintained. After answers are transcribed, destroy all electronically-saved student responses, including audio tapes. All paper copies of student work (e.g., Braille tests, large-print tests, graph/lined/grid paper, printed copies of computer responses, etc.) must be returned with non-scorable test materials.

7 Test security during breaks: Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach occurring during these breaks, a student requiring the use of restroom facilities should be escorted by either a test administrator or other school staff. In addition, a student must not be allowed to use any form of wireless communication during these breaks.

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⁸ **Student who is blind or visually impaired and is not proficient in Braille** may have the Reading portion of the WKCE and the “Read by Student” Reading items of the WAA-SwD read aloud by a test administrator.

- The WKCE is available in contracted Braille; if a student designated by his/her IEP Team, by use of *Form I-7-B* (available at http://oea.dpi.wi.gov/oea_dacforms), to take the WKCE is not proficient in contracted Braille and is receiving instruction in reading contracted Braille, the student may have the Reading test passages and items read by a test administrator.
- The WAA-SwD is available in uncontracted Braille; if a student designated by his/her IEP Team, by use of *Form I-7-B*, to take the WAA-SwD is not proficient in uncontracted Braille, the student may have the “Read by Student” items in the Reading test read by a test administrator.

⁹ **Test Administrator Read Aloud Accommodation (not allowed on Reading test except for students qualifying for accommodation D17):**

- Test administrator must read in a pace and tone that is appropriate for each individual student. Careful attention must be given such that no changes in tone or inflection are detectable which might indicate a correct answer.
- Students may direct test administrator to reread a portion of a passage, test question, or answer choice as needed.

¹⁰ **For students who have test items and/or directions translated into native language:**

- A qualified translator and interpreter (see http://oea.dpi.wi.gov/files/oea/pdf/translator_guidelines.pdf) should have a Bachelor’s Degree in Modern Languages or a certification in interpretation or translation. When this is not possible, be sure that a translator or interpreter has the following qualifications:
 - Mastery of the target language and dialect
 - Familiarity with both cultures
 - Extensive general and academic vocabulary in both languages
 - Ability to express thoughts clearly and concisely in both languages
- *Translators* work with the written word, transferring meaning from a source language into a target language. *Interpreters* work with the spoken word, transferring meaning from a source language into a target language.
- Translators and interpreters should participate in all aspects of staff training related to test administration and test security.
- For more information about state provided scripts available in Spanish and bilingual word lists in Spanish and Hmong for the WKCE, please see http://oea.dpi.wi.gov/oea_ells.
- In order for this accommodation to be most effective, a student should have content-area knowledge in their native language.

¹¹ **Sign Language and Oral Interpreters**

- An interpreter needs to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language [ASL] or English-based Sign Language. The interpreters must not clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
 - E.g. The sign for many math symbols often defines for the student what the item is intending to measure and would therefore invalidate the item.

¹² **Simplified English:** The test administrator providing an accommodation in which English is simplified for words not related to content or vocabulary should be familiar with the content area being tested. The WAA-SwD is already in simplified language.

Example (Grade 5 WKCE Released Item) of a simplified English test item:

The sales receipt below shows the groceries that José purchased from the supermarket. What is the estimated cost of José’s groceries?

Simplified English: The receipt below shows the food that José bought from the store. Estimate how much money José spent on the food.

Note: It is important that “estimate” remain in this test item because it is part of the standard which is being tested.

¹³ **DPI-provided Picture Descriptions** are descriptions of the graphic found within an item. Picture descriptions are intended to replace, *not* supplement graphics for a student who is blind or is visually impaired who is not able to access the printed WAA-SwD, even with magnification, or the Braille WAA-SwD. Ordering information can be found at: http://oea.dpi.wi.gov/oea_dacforms.

¹⁴ **Scorable Test Books** are the documents that are returned to the test vendor for scoring. For the WKCE, this is the test book itself. For the WAA-SwD, this is the student Answer Document. All student responses must be recorded on these documents in order to be scored.

